

SIERRA EDUCATIONAL NEWS

The Scope of Public Education

CERTAIN fundamental principles must be accepted if the scope of public education is to be broad enough to meet the demands of our changed economic and social situation.

1. Every child, regardless of race, creed, social position, residence, physical condition, or native intelligence, should have the opportunity for the fullest development of his individual powers through education. No socially-minded person today challenges this fundamental principle.

2. Every state should make provision for the early and systematic education of its children. The idea of systematic attention to the educational possibilities of early childhood is based chiefly upon research of comparatively recent years. Studies of early childhood show that many basic habits and attitudes are formed during this period.

3. Every state should provide a continuing education whereby the individual may compensate for opportunities lost in earlier years and may adjust himself to the social, civic, and economic responsibilities of adult life.

Education is a life-long process, but until recent years it was thought that the ability to profit by attending school ceased at adulthood. As a matter of fact, learning ability does not stop with maturity. Achievements of adults in school work attest this statement. Adult education is demanded for the good of all. Adult education is rapidly becoming a public obligation. — WILLARD E. GIVENS,
President, California Teachers Association.

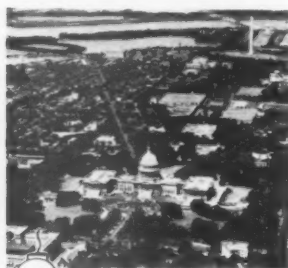
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TO THE CONVENTION in Washington, June 30-July 6—a “capital” trip for delegates and teachers. A de luxe Santa Fe Special Train will leave June 23 (in the morning from San Francisco, in the evening from Los Angeles) ★ Here are a few highlights: A stop at Grand Canyon with trail trips and rim drives available; Old Santa Fe, Puye Ruins, Santa Clara and San Ildefonso Indian Pueblos; New Orleans with its Latin Quarter; Jacksonville and a drive to St. Augustine; Fort Sumter at Charleston; sightseeing in Richmond; then the Nation’s Capital. All at a cost surprisingly low ★ *For detailed information—Jas. B. Duffy, Asst. Pass. Traf. Mgr., Santa Fe Ry., 560 So. Main St., LOS ANGELES; L. R. Everett, Asst. Gen. Pass. Agt., 601 Market St., SAN FRANCISCO; W. B. Frisbie, Div. Pass. Agt., 300 Broadway, SAN DIEGO; or any Santa Fe Agent.*

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Santa Fe



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Willard E. Givens.....President

Roy W. Cloud.....State Executive Secretary

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	Page		Page
Scope of Public Education.....	Cover	The Dean of Girls and Her Community.....	32
<i>Willard E. Givens</i>		<i>Maud M. Jones</i>	
Travel Section	2	In the Library.....	33
Visit Alaska	2	<i>Laura Bell Everett</i>	
<i>Stanley Schlenther</i>		A Tiny Tim Party.....	34
Going to the Sun Highway.....	6	<i>Jessie Lee Myers</i>	
President's Page	14	Education for Enjoyment.....	35
<i>Willard E. Givens</i>		<i>Dr. A. R. Lang</i>	
California State Chamber of Commerce and		The Linguistic Arts.....	36
Public Education	15	<i>George W. Braden</i>	
<i>C. C. Teague</i>		The Transitional Public School.....	38
The One-Room Rural School.....	17	Nature Day in an Elementary School.....	39
<i>Lila P. Bradley</i>		<i>Richmond Barbour</i>	
Why Education is in Trouble.....	20	Modern Poetry in the High School.....	40
<i>Dr. John K. Norton</i>		<i>Dorothy Rose Whitford</i>	
Elementary Principals Resolutions.....	21	Project Development in an Indian School.....	41
The Social Intelligence Curriculum.....	22	<i>Robert Ricklefs</i>	
<i>Junior Jennings Collins</i>		Junior High School Camera Club.....	43
Hobby Shows for Junior High Schools.....	25	<i>Edna Koster Losey</i>	
<i>I. B. Ball</i>		On to California.....	44
Progressive Education's Contribution.....	27	<i>Olive G. Siple</i>	
<i>Josephine W. Duveneck</i>		Alcohol and Man.....	44
Treason	28	California Schools Met the Depression.....	45
<i>Laurence M. Smith</i>		<i>Donald Graffam</i>	
A California Field Nature School.....	28	Down at the Beach.....	47
<i>Harold W. Clark</i>		<i>May H. Young</i>	
Public School Finance.....	29	Teacher and Public.....	50
<i>Alfred E. Lentz</i>		<i>Miriam D. Eisner</i>	
Poppy Poster Contest.....	31	One Year's Work	54
<i>Mrs. James Morris</i>		<i>Dr. John K. Norton</i>	
		Touring England	56
		<i>Beatrice B. Roberts</i>	
		Coming Events	64
		Index to Advertisers.....	64

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TRAVEL SECTION

Visit Alaska

STANLEY SCHLENTHER, *Seattle*

ALASKA, a vacation corner of our continent, is coming into the limelight with the advent of the new travel-American movement. Here is a portion of our country which experienced travelers are coming to recognize as the ideal vacation-land. Not only is it possible to make your Alaska trip an all-American vacation, but here you will find all the scenic attractions and historical backgrounds of many foreign lands, all wrapped into one delightful territory and set in a convenient spot for the vacationist.

Alaska is America's last frontier. Contrary to the general misconception, Alaska is by no means the frozen land of snow and ice, peopled by primitive Eskimos on bleak, wind-driven shores. There is far more to this Land of the Midnight Sun than is shown by the ordinary map. In area, Alaska is equal to one-fifth of the United States, an expanse which allows this golden Territory a wide range of variety in both

climate and natural beauties. The summer season climate of Alaska is mild, comparing favorably with the comfortable coast towns of the Pacific Northwest.

It is truly a land of amazing contrasts, with scene after scene of diverse natural beauty drifting past in surprising sequence. In Alaska there is all of the "freshness, the freedom, the farness" of which Robert W. Service wrote so vividly. There is the impelling beauty of vast space, the majesty of mighty snow-capped mountains, the deep hush of virgin wilderness. But interspersing it there is a more intimate natural beauty. Alaska's wild-flowers are legion, and they bloom in the very shadow of on-moving rivers of ice. There are quiet spruce-lined waterways and tempting shaded trails.

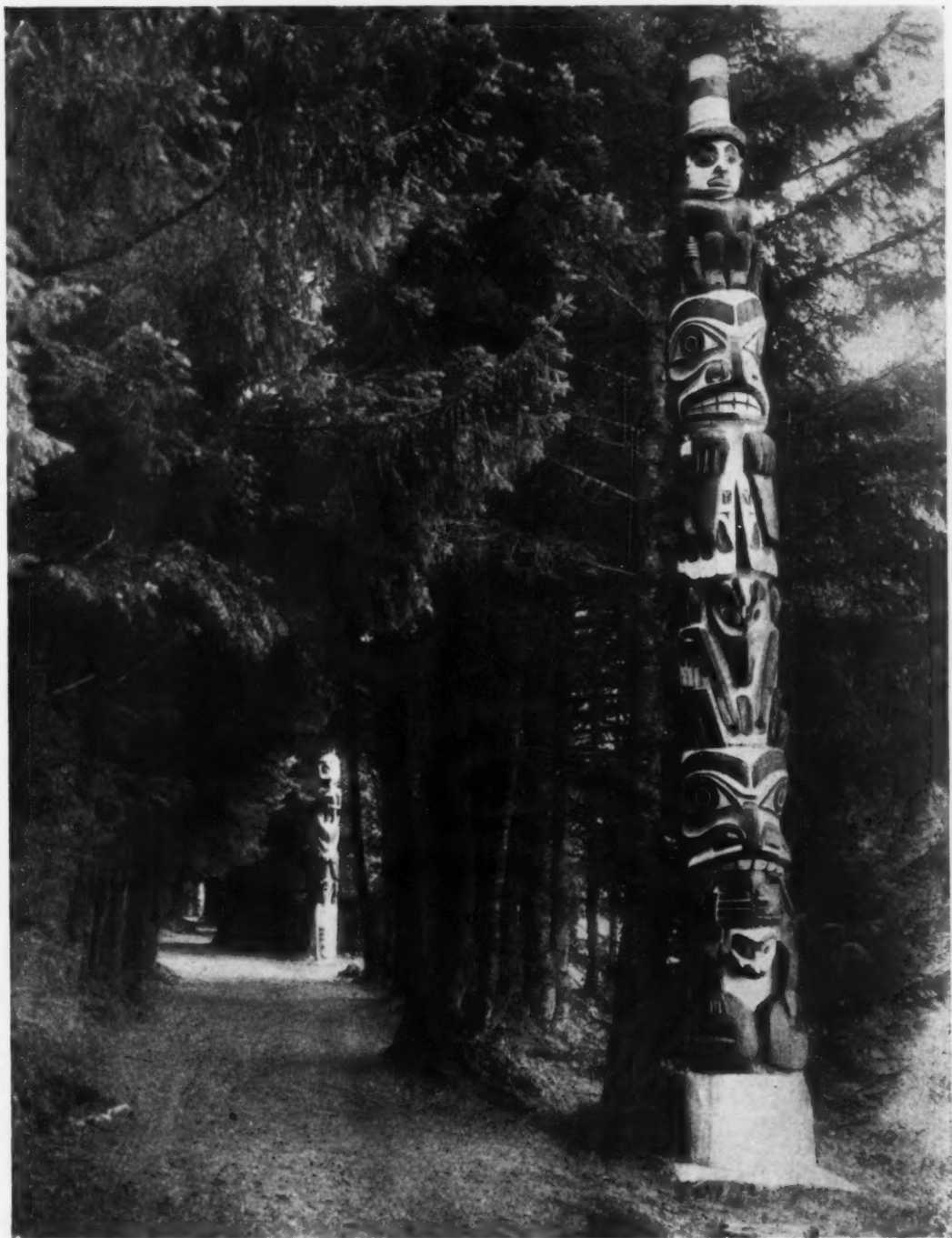
Alaska possesses a civilization of which to be proud. It is a busy land, but its industries are not commonplace. Travelers are intrigued by gold mines, salmon fisheries, fur-trading posts, copper mines. The natives of Southeastern Alaska are Indians whose fame for grotesque totem-carvings has spread far. The

quaint tribal customs which they have retained through the ages are of more than passing interest. The friendly Indians are ready and willing to explain their weird carvings to the traveler. The basketry of the Indians is distinctive, as is their bead-work. Many a piece of Alaska Indian art finds its way into a valuable collection.

Alaska is perhaps best known for the publicity which attended the famous gold rush of '98. There are plenty of evidences of that historic period left to add a touch of romance and adventure to an Alaska trip. It is possible now to follow in comfort the footsteps of the sourdoughs and to visit the towns which sprang into being almost overnight in those hectic days. Here the traveler may walk streets where notorious bad men once held sway, and visit the very spots which have been described in the multitude of stories and poems which were born of the gold rush. There are few sections of the world with more interesting historical backgrounds than



While Alaska Steamship Company's cruises to Alaska are made on modern liners, the route followed includes one thousand miles of sheltered ocean lane through the famous "inside passage." Precipitous mountains and cliffs rise sheer from the water's edge, making it comparable in many respects to an ocean trip through the Grand Canyon. There are none of the discomforts of an ordinary sea voyage on this route.



"FAMILY TREES . . . HAND-CARVED"

Lovers' Lane at Sitka, a famous trysting place of old. Sitka was once the capital of Alaska under Russian rule. The totem lore of Alaska's Indians is a source of wonder and interest to the traveler. Each totem pole tells its own story, a family or clan. Southeastern Alaska might well be termed "headquarters" for these symbols of a sturdy race. The Alaska Indians are found throughout Southeastern and Southwestern Alaska and are noted for their weird carvings and for the distinctive designs incorporated in their basket and blanket weaving. Illustration courtesy Alaska Steamship Company.

Alaska, and none with such closely-tied reminders of early days. Even a short cruise to Alaska will take you back to the Territory's turbulent Russian rule. Sitka, which is visited by American steamers on the short Southeastern Alaska run, was the capital of Alaska under the Russian regime. It was here that Baranof earned his title of "little Czar of the Pacific." Sitka today is like a bit of Russia, with its ancient Russian blockhouse, its beautiful Saint Michael's Cathedral, its totem-lined Lover's Lane.

The intricate waterways of the Inside Passage offer all the panoramic beauty of Norway's fjords, and extend for over a thousand miles from Seattle to Skagway, Alaska. Here ocean steamers thread their way through the very heart of a mountain range, whose peaks rise straight from the water's edge. A thousand miles of land-locked cruising with none of the discomforts of ordinary sea travel to discourage even the poorest sailor.

This year The Alaska Line is inaugurating something entirely new in travel history, an Arctic Cruise. This feature is being planned to



Mount McKinley, 20,300 feet, highest peak in the North American continent. Located in Mount McKinley Park, Alaska, Uncle Sam's most northern National Park.

meet the demands of those who wish to travel off the beaten path. Here is trip for the adventurous, above the Arctic Circle to the little-visited Arctic shores of Alaska and Siberia. It is planned to sail to the very edge of the Arctic ice-pack on this cruise, on the Alaska Steamship Company's yacht-like ship, the S. S. Victoria, which has just been modernized.

This is certainly a most instructive trip.



Alaska Steamship Company's steamer Aleutian at Columbia Glacier. A blast of the ship's whistle and tons of ice thunder into the sea! Columbia Glacier is the largest "living" glacier in the world, to the face of which steamers can approach. This is a "living" glacier in that it is in constant motion, pressing on into the sea.

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Mount Oberlin from the Highway, in Glacier National Park

Going-to-the-Sun Highway

THE first highway to wind its way up and over the rugged continental divide in Glacier National Park was opened last year. It is the first motor-road in the Park to get on really intimate terms with the "Shining Mountains."

The new Going-to-the-Sun Highway is a veritable Alpine motor road, both as regards scenery and astounding highway construction. It follows closely the Logan Pass Trail. World-travelers who have crossed the pass with trail-parties have pronounced the far-flung panorama of jagged, tumbling mountains the most spectacular in America, and rivalled only by the Alps. Hundreds of waterfalls, countless glaciers, lakes, mountain streams and towering peaks are unrolled in an unending vista of scenic grandeur.

From the west entrance to the Park, at Belton, Montana, the highway skirts Lake McDonald. From there the highway continues along the

lake, hemmed in by tall pine and fir, until it reaches McDonald Creek, a tumbling mountain stream which it follows for several miles.

Leaving the creek, it begins a gradual, winding ascent to the crest of the continental divide. The highway passes through tunnels which have apertures at intervals to let in light and for ventilation. These afford thrilling views of the expansive valleys they overlook.

At the summit is Logan Pass, where the rains and melting snows divide, flowing west into the Pacific Ocean, and east into the Missouri, the Mississippi and on to the Gulf of Mexico. Winding far below one sees the ribbon-like trail over which he travelled. To the west, and towering over the densely wooded McDonald Valley, is Heaven's Peak and a rough mountainland that is seldom penetrated, and then only by camping parties.

The Garden Wall, so-called because of its



Mount Jackson from Saint Mary Valley Trail, Glacier National Park



Here is a caravan of busses at Logan Pass—a glorious adventure



Going-to-the-Sun Highway



Heaven's Peak from the new Highway



Going-to-the-Sun Chalet from Red Eagle Mountain, Glacier National Park

spectacular structure, and constituting the continental divide, winds away to the north. Clinging to its western slope, about three miles distant, and reached only by trail, are the Granite Park Chalets, typically Swiss, in an Alpine setting.

To the east, is the rear of famous Going-to-the-Sun Mountain, and at its base is seen the upper end of St. Mary Lake. To the south are Mount Oberlin, Mount Reynolds, Fusillade, Citadel and innumerable other peaks which arise almost perpendicularly from the far shores of St. Mary Lake.

Descending, the highway makes a broad circular sweep, partly encircling Going-to-the-Sun Mountain, then following the north shore of St. Mary Lake to "Sun Camp"—an attractive group of rustic chalets perched on a high rocky promontory overlooking the lake in three directions, and overshadowed on all sides by towering, spectacular peaks.

And finally this scenic excursion through the "Land of the Shining Mountains" terminates at the "Big Log Lodge," as the Indians call the big modern entrance hotel.

The opening of this new highway is of particular interest to the vacationist who, despite the increasing popularity of trail riding, does not feel quite "up" to straddling a horse as a means of getting next to nature. For the first time he or she may enjoy some of the marvelous scenery in the interior of the park from the comfortable upholstery of the big red "fire wagons," the Blackfeet's name for the busses.

To the Orient

IT is now possible for one to make a reasonable and comfortable trip to the Orient via a steamship service which offers "one class" accommodations,—that is, each passenger has the same privileges on board and no restrictions whatever, no matter where the cabin may be located.

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Stopovers are allowed at all ports. A most interesting trip can be made from Kobe to Tientsin, the harbor for Peiping. Then after visiting in North China the passenger may continue to Shanghai and pick up a following ship for Hong Kong and Manila. The local steamers from Kobe in this service are excellent and the fares are low.

Another alternative is to travel on these "one class" ships for instance to Hong Kong or Manila and then continue on around the world, through arrangements having been made with various lines for low fares ranging from \$455 to \$555 for the complete world tour.

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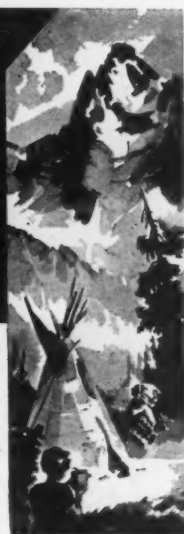
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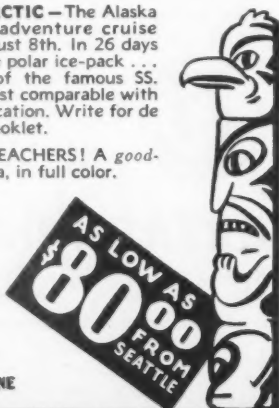
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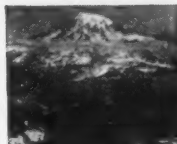
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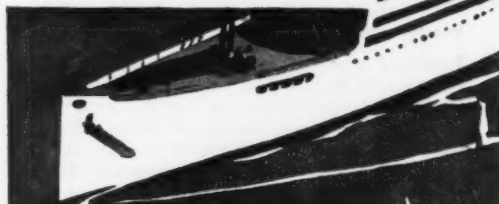
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Professional Improvement

WILLARD E. GIVENS, *President, California Teachers Association*

THE critics of the present tenure law have frequently asserted that the law operates to remove the stimulus for professional improvement. This statement, like many others being hurled about, is not based on facts.

Any organization that is made up of a considerable number of people will have a few individuals who do not measure up to the standards and ideals of the organization. California has more than 43,000 teachers. There are a few people among us who do not live up to our professional standards, any more than do all doctors and lawyers live up as individuals to the standards and ideals of their professions. We cannot judge any human organization by a few individuals. I am therefore giving here the facts dealing with professional improvement in the Oakland Public Schools during the last five years.

Our school system has for many years made a tabulation, study, and report on the professional improvement of teachers, which is submitted to the Board of Education each year for its information and guidance. This report is made from the actual evidence collected from each member of the certificated staff. In order that I may show the actual facts for this one school system, I am setting forth here the evidence in connection with professional improvement in the Oakland Public Schools during the calendar years from 1929 to 1933, inclusive.

During this five-year period the average number of teachers per year completing work for credit in higher institutions of learning has been 882, which is 49% of our entire teaching personnel. The average number of units earned by this 49% has been 4.1 units per teacher per year. The average number, during this period who audited courses without credit is 350 per year, which is 19.5% of our entire staff. The average number per year taking work in higher institutions both for credit and as auditors is 1232 people or an average of 68.5% of our entire force.

In addition to those taking definite organized work in institutions of higher learning, we have had an average each year of 410 teachers profiting by organized educational travel to supplement their teaching knowledge. We have had an average of 957 teachers who have participated each year in organized professional activities, such as course of study committees and school committees, in addition to their regular classroom work. We have had an average each year of 1279 teachers who have participated in club and organization activities.

In one school system where evidence has been tabulated and kept from year to year, the facts do not bear out the statements of our critics that the tenure law has removed the stimulus for professional improvement.

SIERRA EDUCATIONAL NEWS

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California State Chamber of Commerce and Education

C. C. TEAGUE, *President, California State Chamber of Commerce, Santa Paula*

BRIEFLY, I wish first to make it clear that the work of the State Chamber of Commerce covers a broad field of endeavor of which the study of government is but a part. Conservation of our natural resources, including protection and development of our scenic resources, protection of our forests and parks from fires, agricultural and industrial development, development of foreign trade, highway problems, and many other activities have occupied the attention of this state-wide organization. The organization is now working on a program to bring about a betterment in the administration of justice.

For over twelve years, the Directors and hundreds of advisory councilmen from every county in this State, together with thousands of business, agricultural and industrial firms throughout the State supporting their work, have dealt with and successfully solved a large number of acute problems affecting the resources, industries and welfare of all of the people of our State.

As to its financial support, the income of the State Chamber of Commerce is as broadly diversified as its activities and interests. All lines of agriculture, mining, lumbering, manufacturing, trade and commerce and finance, and all sections of the State, contribute. The total contributions of any one class of business firms is less than 10% of the State Chamber's total annual income. These records are mentioned to emphasize the fact that no special group of business interests dominates, through financial support or in any other way, the State Chamber's policies.

Two years ago, when the State Chamber of Commerce first began its work on problems of governmental expenditure and taxation, one of the first policies adopted was—"THAT EDUCATION IS ONE OF THE ESSENTIAL SERVICES OF GOVERNMENT WHICH SHOULD NOT BE IMPAIRED BY UNWISE ECONOMIES."

This basic policy has been consistently followed. Likewise, during all campaigns made on behalf of economy in local government, this policy was repeatedly urged by the State Chamber in all public addresses and publicity.

In order that there may be no further basis for misunderstanding or misrepresenting the State Chamber's activities on school questions, I feel that an authoritative statement is in order.

In the 1933 session of the Legislature, the State Chamber advocated and supported only four measures dealing in any way with the schools.

One of these measures, which passed the Legislature (A. B. 931), provided that school bond proceeds should not be diverted to purposes other than capital improvements, or refunding, within the school system.

The two measures providing for consolidation of school districts into fewer administrative areas, and for a more centralized review of school district budgets, were defeated.

The measure providing for uniform system of accounting originally applied to all units of government, but was amended to comply with requirements advanced by the State Department of Education relating to school accounting. This measure, as amended, passed the Legislature. It was later vetoed by the Governor.

In this connection, it is highly significant to note that in March, 1932, nearly ten months before the Legislature convened, the State Department of Education issued a statement for guidance of local school officials in planning economies, in which the State Department of Education proposed consolidation of school districts as a type of economy which **would not** involve curtailment of school activities (see pages 12-13, 1930-32 biennial report of State Department of Education).

It seemed to the State Chamber and other proponents of the measure for school district budget review in the last Legislature, that a more centralized review of school district budgets, as affecting local district taxes, was essential, in order that the taxpaying public might secure a sounder appraisal of the relative needs of all services paid for by the taxpayers in each county. A financial review of totals only was proposed without jurisdiction over educational administrative policies or operation of schools. Obviously, this contemplated no review over any of the State apportionment or county matching funds, which are constitutionally fixed.

The opponents generally contended that education would be subjected to political control by such a centralized review, and that the present school board of review was sufficient.

These differences were honest ones.

The State Chamber did not endorse, advocate, or support in any way, any measures or proposals in the last Legislature pertaining to education other than these four measures above mentioned.

Any statements whatsoever, charging or inferring that the State Chamber took any action or position on any legislative measures dealing with education, other than the four bills I have referred to above, are incorrect. I sincerely hope that this fact has been made plain, and will settle once and for all any charges or implications to the contrary.

On the other hand, these four bills dealing with the schools were only one part of the State Chamber's program. The State Chamber advocated seven other measures in the last Legislature dealing with many important governmental economy problems. Six of those bills passed the Legislature.

At the present time our Committee on Governmental Expenditure and Taxation is giving consideration and study to a wide range of proposals dealing with all governmental functions in the State. From this study, specific recommendations will result, which can be adopted only after extended discussion, and final action by the State Chamber Board of Directors.

As President of the State Chamber, in a recent open letter addressed to the teachers in California, and read before the Executive Council of the California Teachers Association, I outlined the policy of the State Chamber on education, and stated that the State Chamber is ready to co-operate with the leaders of education in the solution of their real problems.

State Chamber Would Perpetuate Education

The State Chamber is interested in the perpetuation of education along the soundest possible lines, and in participating in the development of the most efficient educational system possible. It is self-evident during these critical times that elimination of any wastes in all lines of endeavor which may exist can only result in strengthening essentials. Therefore, efficiency and sound economy should be the mutual objectives of all business and educational interests.

While there may be room for honest differences as to details, there should be no misunderstanding as to objectives.

The One-Room Rural School

A Study to Determine the Relative Efficiency of the One-room School in Kern County as Compared with Those Employing More Teachers

LILA P. BRADLEY, *Deputy County Superintendent of Schools, Bakersfield*

SINCE 61% of the 80 school districts of Kern County have one-teacher schools, and 13% have two-teacher schools, a study was made to determine the relative efficiency of these rural schools as compared with those employing more teachers. In the majority of these cases the schools are in the mountains or on the desert so far from other communities that the consolidation of such schools is impractical.

Scores in the various subjects and the total or average scores were tabulated by schools,—one-teacher, two-teacher, etc.,—from Grades 5 to 8, for three school years, 1931-1932, 1932-1933, and 1933-1934, on three different forms of the New Stanford Achievement Test.

These tabulations included all of the Kern County schools with the exception of the two city systems, Bakersfield and Taft. The I. Q.'s and E. Q.'s for the Otis Classification Test were also tabulated for approximately the same pupils. In this study were included 75 small schools of 8 teachers or less than 1600 pupils, and 7 large schools with more than 8 teachers with 1200 pupils.

An age-grade distribution-table was also made. The variation in acceleration and retardation is slight between the types of schools except in the case of 3 large schools with more than 8 teachers. In these special cases it was found that nearly all of the pupils were children of permanent residents and that there were practically no migratory children enrolled. The I. Q.'s of these pupils were considerably higher than of the county as a whole.

The opposite was found to be true in many of the rural schools and in 3 of the large schools having more than 8 teachers. In the schools having a shifting population, particularly in the strictly migratory schools, the retardation was found to be much greater than in those schools having children of permanent residents.

A study of the findings indicates that so far as the teaching of factual material is concerned the large school has little or no advantage over the small schools. This is true of every subject and of the average for each of the three years. No one will deny, however, that there are certain social advantages to be received from the associations of a large school of 8 teachers or more.

A few tables such as the scores in reading, arithmetic, and total score or average over a three-year period are sufficient to indicate clearly that this is true. Take, for example, the Eighth Grade in Reading; in 1932 the highest score of 9.0 (Ninth Grade and no months) was made by the five- to eight-teacher schools and the lowest score of 8.1 by the one-teacher schools; in 1933 the highest score of 8.7 was made by the one-teacher schools and the lowest score of 8.3 by the five- to eight-teacher schools; in 1934 the highest score of 8.8 was made by the one-teacher schools and the lowest score of 8.1 by the two- to four-teacher schools. From this it will be seen that the differences are small between any of the groups and that there is no group making a consistently lowest or highest score.

These tables show that the total score for the Stanford Achievement Test is consistently low throughout the grades, particularly in the Fifth Grade, although the schools almost reach the standard by the Eighth Grade. This is due almost entirely to the very low scores in literature and in physiology and hygiene. In both of these subjects much of the information required is not included in the Kern County course-of-study, and since it is not required to be taught it is not expected that the children will do well on these two tests. In consequence, when the Eighth Grade scores are very near the standard in spite of this handicap, it is felt that the teachers are doing excellent work.

Other studies such as "Arithmetic in the Rural and Village Schools of New York State" by Jacob S. Orleans, or the "Intelligence and Achievement Test Survey of Yuba County, California" by Marian B. Canfield, made in 1926, show that ordinarily the larger schools make better scores on standard tests than the smaller schools, and when one considers the greater difficulties under which the small schools operate it is easy to understand why this is true. What, then, accounts for the findings of this study?

WITH the present high standards in California for the certification of teachers the large majority of teachers are well-prepared to teach, even in the small secluded sections or mountain areas. In Kern County, too, the salaries are sufficient so that those selecting teachers have a chance to choose from a large group of excellent teachers. In the elementary schools of Kern County in 1932-1933 the minimum salary for a full-time teacher was \$1200; the average salary for women was \$1685 and for men was \$1852. These figures do not include the full-time teaching principals.

The library facilities of the schools are excellent, since the school department and the boys and girls branch of the county library serves all of the county schools. Each school is adequately provided with books, not only those required to be used by the manual, but with a variety of reference and supplementary books. This means that the opportunities for the small school are practically the same as for the large schools in this respect, since at any time the collection of books in the school may be exchanged for another.

Throughout the period of this study no schools in Kern County have been so seriously handicapped for lack of funds that the schools have suffered. There are no schools in Kern County where the pupils do not have the minimum essentials necessary such as paper, pencils, crayolas and books and in most cases the schools are exceptionally well-supplied and equipped.

An Extensive Testing Program

Another important factor in eliminating differences between types of schools is an extensive testing program directed from the office of the County Superintendent of Schools. Intelligence tests are given each year in Grades 1, 2, 5, and 8, and these are used in interpreting the work of the pupil and of the grade on the achievement tests.

Letter ratings in achievement in the different grades are worked out from percentile graphs that are drawn from the pupils scores made on the standard tests. These letter ratings are sent to the teachers, and, together with the results of quarterly examinations and teachers judgment, form the basis for determining a pupil's standing in his grade.

When the teacher knows a child is not working up to his mental capacity according to mental and achievement tests, both teacher and pupil are stimulated to remedy the situation. And this fact is known in every Kern County school. The result is that many more individuals in every type of school are working up to their capacity than would ordinarily be found without such a testing program.

PROBABLY the most important factor, however, in eliminating the differences between large and small schools is rural supervision. All schools used in this study employing more than 8 teachers are supervised by the principal in charge (with one exception). This is a very large county and it is impossible for the rural supervisors to make more than four visits a year to each school, but in addition to this service they carry on a type of supervision through curriculum-building which is done in teacher groups, representing all types of schools. Then, too, in the beginning of each school year group meetings are held to discuss new policies, new books, a new course of study, and to make plans for the year's work.

Thus it is seen that the various factors, good teachers, sufficient books and supplies, an adequate testing program and efficient supervision accomplish much toward reaching a satisfactory standard on the part of the pupils in the rural schools of Kern County.

Total Reading (New Stanford Achievement Test, Form W)

	Grade norm	5.4	6.4	7.4	8.4
One teacher schools	1934	5.2	6.6	7.6	8.8
Two to four teacher schools	1934	4.7	6.5	7.3	8.1
Five to eight teacher schools	1934	5.3	6.2	6.7	8.4
Above eight teacher schools	1934	5.2	6.1	7.5	8.7

Total Arithmetic (New Stanford Achievement Test, Form W)

One teacher schools	1934	4.9	6.3	7.3	9.0
Two to four teacher schools	1934	5.1	6.8	7.6	8.9
Five to eight teacher schools	1934	5.0	6.9	7.6	8.6
Above eight teacher schools	1934	4.7	6.8	8.2	9.7

Total Score (New Stanford Achievement Test, Form W)

One teacher schools	1934	5.0	6.3	7.2	8.4
Two to four teacher schools	1934	4.9	6.0	6.8	8.1
Five to eight teacher schools	1934	4.6	5.9	6.5	8.0
Above eight teacher schools	1934	4.8	5.9	7.1	8.4

Total Reading (New Stanford Achievement Test, Form Z)

	Grade norm	5.4	6.4	7.4	8.4
One teacher schools	1933	5.2	6.1	7.1	8.7
Two to four teacher schools	1933	5.3	5.9	7.3	8.4
Five to eight teacher schools	1933	5.2	5.4	6.9	8.3
Above eight teacher schools	1933	5.1	6.0	7.4	8.5

Total Arithmetic (New Stanford Achievement Test, Form Z)

One teacher schools	1933	4.7	6.6	7.4	8.5
Two to four teacher schools	1933	5.1	6.4	7.7	9.0
Five to eight teacher schools	1933	5.1	6.5	7.9	8.6
Above eight teacher schools	1933	5.1	7.1	8.1	9.2

Total Score (New Stanford Achievement Test, Form Z)

One teacher schools	1933	5.2	6.2	6.7	8.2
Two to four teacher schools	1933	4.9	6.1	7.0	7.5
Five to eight teacher schools	1933	5.0	5.5	6.9	7.9
Above eight teacher schools	1933	4.8	6.0	7.2	8.4

Total Reading (New Stanford Achievement Test, Form V)

	Grade norm	5.4	6.4	7.4	8.4
One teacher schools	1932	5.5	6.1	7.1	8.1
Two to four teacher schools	1932	5.3	6.0	7.3	8.2
Five to eight teacher schools	1932	5.2	6.0	7.0	9.0
Above eight teacher schools	1932	5.3	6.3	7.4	8.2

Total Arithmetic (New Stanford Achievement Test, Form V)

One teacher schools	1932	5.4	6.4	7.5	8.9
Two to four teacher schools	1932	5.3	6.6	7.5	8.4
Five to eight teacher schools	1932	5.5	6.3	7.6	8.4
Above eight teacher schools	1932	5.6	6.8	7.6	8.5

Total Score (New Stanford Achievement Test, Form V)

One teacher schools	1932	5.0	5.9	7.1	8.1
Two to four teacher schools	1932	4.8	5.8	7.0	8.1
Five to eight teacher schools	1932	4.7	5.8	6.7	8.5
Above eight teacher schools	1932	4.6	6.1	7.1	8.2

I. Q. From Otis Classification Test

	5	6	7	8
One teacher schools	98	101	105	108
Two to four teacher schools	98	97	103	105
Five to eight teacher schools	94	97	101	108
Above eight teacher schools	97	100	100	105

Why Education is in Trouble: Finance

JOHN K. NORTON, *Chairman, Joint Commission on the Emergency in Education*

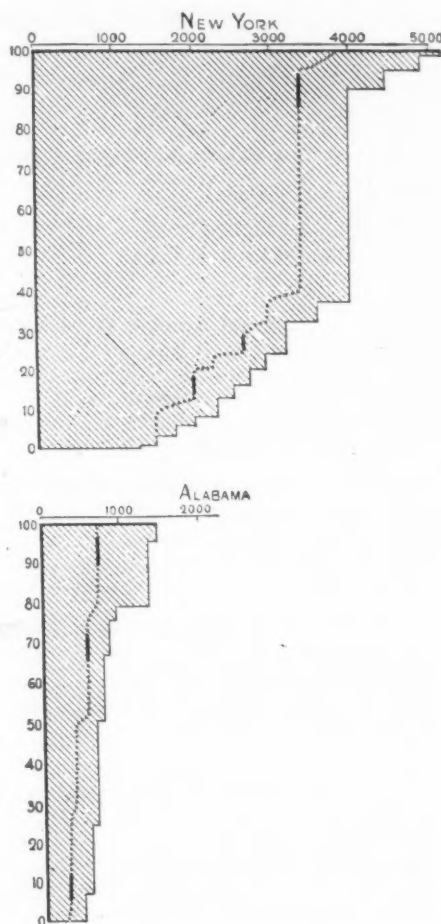
THE current plight of education is not solely the outcome of new forces and factors which have originated since 1929. Rather, the educational crisis has its roots in conditions which existed before the outset of the depression. The depression has aggravated these conditions and has increased their harmful effect. It has revealed the weak timbers in our educational structure as in other areas of life. By locating and strengthening these weak timbers, education may be placed on a firmer foundation.

Let us briefly look at one of the rotten supports of education which has given away under the weight of the depression. Education up to the present time has been almost wholly supported through the general property tax. The resources available for the support of education have been limited by the boundaries of the various states. This situation has constituted a rotten timber in two respects: First, it has made education dependent upon a tax, which even in normal times, has little relationship to ability to pay taxes. Second, it has limited educational support to the amount of property which happens to be located within the boundaries of a particular state. The amount of property back of each child to be educated varies enormously between the states. Some states have more than \$30,000 of wealth per child aged 6-13. Other states have less than \$6000 of wealth behind each child.

The inevitable educational result in terms of financial support is indicated by the accompanying charts which picture the situation in two states, one of which possesses much wealth and the other very little. The total areas of these charts are indicative of the adequacy of educational support in the two states in 1930-31, the last school year before the depression had sharply cut school appropriations.

Let us examine these charts. The horizontal axis indicates the amount of expenditure per classroom in 1930-31. In some districts in New York state more than \$5000 was expended per classroom. At least \$1500 was available per classroom in the districts at the foot of the chart—those expending the least. The percentage of classrooms having the various amounts indicated on the horizontal axis may be estimated from the figures on the vertical axis.

The Alabama chart presents a striking con-



trast to that of New York. There was less than \$1500 available per classroom in even the best supported schools of Alabama. All but a small percentage of the districts of Alabama provided less than \$1000 per classroom. A considerable percentage provided less than half this amount. The foregoing applies to the "prosperity" schools of 1930-31.

What has happened to these two states since the depression is indicated by the heavy dotted line running through each chart. This line indicates the situation in 1933-34, according to estimates just collected from a sampling of the school districts in these two states. The heavy dotted line shows that a majority of districts of

New York state this year are maintaining a level of expenditure of \$3000 or more per classroom, whereas the poorest districts are still expending \$1500 per classroom as they were three years ago.

The depression has been much more disastrous to the schools in Alabama. Practically half of the meager expenditures of three years ago have disappeared. No districts are expending as much as \$1000 per classroom. The majority of the districts of the state are expending about one-third of this amount, or approximately \$333.

The contrast in these two states is almost wholly an outgrowth of differences in ability to support education. It is not due to differences in effort made to support education, since these two states expend approximately the same percentage of their income for education.

Here we have an excellent example of a timber in the educational structure which was none too strong before the depression and which has crashed during the depression. The time has come to proclaim the principle of a national minimum or foundation program of financial support for the education of every child, whether he happens to live in New York, Alabama, Arkansas, or California.

The Federal Government is now expending

billions of dollars for welfare activities in the teeth of a major depression. It is also expending hundreds of millions for a military and naval program of unprecedented peace-time scope.

Why Is This Possible?

Why is this possible, when schools are closed and millions of children are being offered but half an educational loaf? Did our people consciously decide to provide for the unemployed at the expense of the children of the nation? Do they really prefer that education should be starved, while record appropriations are made for the expansion of the army and navy? If not, then why is it being done? It is being done because the Federal Government can use taxes, which effectively tap taxpaying ability and credit, and because the Federal Government is not hamstrung in levying these taxes by the limitations of state and local boundaries.

The character of the fiscal structure upon which rests the financial support of any given public service today largely determines the adequacy of that support. Schools are supported by methods which, unless they are radically revised, will result in the slow starvation of education, broken by periods of instability and destruction such as that of the last three years.

* * *

Elementary Principals Organize to Fight

Excerpt from Resolutions Adopted at the Madera Convention

WHEREAS the public school systems of our states and nation have been attacked by selfish, corporate interests which have announced that their fight is "only just begun,"

And whereas: there is need of vigorous efforts to counteract unfavorable propaganda and harmful legislation tending to cripple the schools;

Therefore, be it resolved; that the Elementary School Principals Association, Central Section, pledge our loyal support to our organization and urge upon all elementary principals of the state to join with us and lend their support by the payment of dues; that the support of all elementary teachers should be given National Education Association and Department of Elementary School Principals of N. E. A. in their fight to preserve the school systems throughout the United States, in order that the children of this generation shall not be made the victims, nor suffer the penalties visited upon them by the breakdown of the present economic structure, and the disintegrating social influences at present surrounding them; and

Be it further resolved; that all elementary principals and school executives should redouble their efforts to educate the public as to the importance of evaluating the work of the public schools; and also to interpret to the tax-payers the features of the schools which justify their cost as being the most valuable agency for the preservation of a better cultural, social order.—James A. McGuffin, Fresno, Chairman, Resolutions Committee; C. E. Denham, Hanford; E. M. Higginbotham, Parlier, Kern County; at the recent convention at Madera.

The Social Intelligence Curriculum

Some Suggestions for the Small Junior College

JUNIOR JENNINGS COLLINS, *Registrar, Yuba County Junior College, Marysville*

WITH the "New Deal" in agriculture and industry well under way, it may not be amiss to suggest a "New Deal" in at least one phase of our educational system, namely, the junior college curriculum. In the welter of conflicting forces that face our educational system, the junior colleges have an opportunity to strike out into the educational stream and pursue a new course, which, although unchartered, has at least been surveyed from above by the authors of the "Report of the Carnegie Foundation for the Advancement of Teaching."¹

The small junior colleges, because of their flexibility in curriculum construction and their adaptability to change, should lead the way in the experimental work with the social intelligence curriculum. Their size alone prevents them from over-emphasizing specialization, consequently, the more general curriculum is one which they are peculiarly fitted to investigate.

Status of the Social Intelligence Curriculum

Criticisms of the schools, although unfair and ill-considered in many respects, may be justified from the standpoint of the content of the courses in our secondary schools. The California junior colleges have made little or no progress toward the development of the Social Intelligence Curriculum, except perhaps in the Bakersfield Junior College, despite the encouragement from the Carnegie report and the information gained from the experiments being carried on in the colleges and the universities which are supposedly more conservative in curriculum revision than the secondary educational institutions.

The Curriculum for Social Intelligence was considered the most important of the five curricula suggested for junior colleges. The reason for this emphasis is more evident today than it was at the time the report was made. The need for "social citizenship" and for a "unitary conception of our developing civilization" are necessities in a planned economic and social order such as our present political representatives and economic rulers envisage.

One of the problems that faces the junior colleges as Dr. Eells points out is, "How shall we determine the suitable content for such a curriculum?"² The criteria for evaluating the new courses in the Social Intelligence Curriculum should come from some well recognized source. Dr. Beard and his collaborators in their **Charter for the Social Sciences** have set forth the objectives toward which the American people are striving. If these new courses will accelerate the realization of these well defined objectives, then they should be incorporated in the curriculum. It is quite evident that many of the courses which at the present time occupy prominent positions in our junior college curricula do not meet this test. Perhaps they should be eliminated until the new courses are established.

Criteria for Evaluating New Courses in the Social Intelligence Curriculum

Dr. Beard points out that the American nation seems to have set for itself certain goals. These goals, in so far as possible, should be the criteria for evaluating both new and old courses in our various curricula. They are as follows:

1. National planning in industry, business, agriculture and government to sustain mass production of goods on a high level of continuity and to assure the most economical and efficient use of our material resources.
2. The expansion of insurance systems to cover protection against sickness, old age, unemployment, disasters, and hazards to civilized life.

1. State Higher Education in California: Report of the Carnegie Foundation for the Advancement of Teaching. California State Printing Office, Sacramento, California, 1932.

2. W. C. Eells, "Adjustments in the Junior College Curriculum. The Junior College Journal, May, 1933, p. 410.

3. Universal education from the earliest years of youth to the last years of old age, including public schools, colleges, institutes for adult education, and libraries.

4. The perfection of systems of transportation—rail, waterway, air, and highway—linking all parts of the country and facilitating commerce, travel, and intercourse.

5. The development of city, community, regional, and state planning, co-ordinated with national designs, with a view to giving to all the people conditions for living and working that are worthy of the highest type of civilization.

6. The development of national, state, and local parks and kindred facilities for wholesome recreations within reach of all, offsetting and limiting the pressures and distractions of commercialized amusements.

7. Expansion of present facilities to include a national program of preventive medicine and public safety to reduce the death rate, disease, and accidents to the lowest possible minimum, supplemented by universal hospitalization to care for unavoidable cases of sickness and accidents.

8. The conscious and deliberate encouragement, both public and private, of science, letters, and the arts, not as mere ornaments, but as organic parts of the good life.

9. The preservation and expansion of a reasoned equality of opportunity for all men and women to unfold their talents, win rewards, seek appreciation in public and private life, employ their creative impulses, and reach distinction in the various field of human endeavor within the map of civilization.

10. Co-operation with the other nations of the earth in promoting travel, intercourse, commerce, and exchange on the faith of the declaration that war is renounced as an instrument of national policy and that the solution of conflicts is always to be sought on the basis of peace.³

With these far reaching objectives in mind the junior colleges have their work cut out for them. Because the great majority of the students will complete their formal education with the junior college, these students must be prepared to carry on toward the goals set forth.

A CURSORY examination of the present offerings in most junior colleges will disclose the fact that few courses attempt to enlighten students on such questions as national planning, expansion of insurance systems, preventive medicine, international co-operation, wholesome recreations, and the many other items mentioned above. If these are worthy goals toward which to strive, and what educator will say they are not, then either the old curricula should be revised to include courses that will work toward the realization of these goals, or a new curriculum should be devised. No doubt many of the old courses could be revamped, but new courses and a new curriculum unhampered by tradition would more likely bring about the desired results.

Social Intelligence Courses for the Small Junior College

The following courses are suggested to the small junior colleges as core courses in the new Social Intelligence Curriculum. They are not chosen because of their inclusiveness, but because they tend to meet some of the requirements set forth in the Criteria for Evaluating New Courses in the Social Intelligence Curriculum and because they can be easily assimilated in the curriculum construction. No claim for originality is made for these courses. Some have been developed in one place and some another, but the list itself is a composite that has never been brought together before.

Courses (1), (4), and (5) have been adopted at the Yuba County Junior College and courses (2), (3), and (6) are under consideration for incorporation into the new Social Intelligence Curriculum in the near future.

officers of the school including members of the Administration Staff, Counsellors, and rep-

(1) **Orientation**—A one-semester course in which the student is instructed by various representatives from other institutions. The course deals with problems of orientation to college life, methods of study and the use of the library, principles of mental hygiene, analysis of interests and abilities, and educational and vocational planning. Opportunity is given for the taking of psychological tests and for guidance in their interpretation and the

3. Charles A. Beard, "A Charter for the Social Sciences," Part I: Report of the Commission on the Social Studies, pp. 79-81, Scribner's 1932.

application of results to individual needs. This group forms the basis for subsequent counselling with the student. Prerequisites: None.⁴

(2) **Consumption Economics**—A one- or two- semester course in which the student is instructed in buying consumption goods in order to get full value for the money spent. Intelligent buying is invaluable for all people in the limited income group which includes over 90% of the population. This course will assist the student in resisting the super-salesman and give him a critical attitude toward advertising. Membership in Consumers Research (\$1.00 or \$2.00) is required so that confidential material accumulated by that organization may be available to the individuals for the purpose of guiding them in their purchases. ("Consumers Research, Inc., Washington, N. J.) Organized and incorporated under the laws of the state of New York as a membership corporation to provide unbiased technical information and counsel on goods bought by the ultimate consumer; not a business enterprise, not operated for profit.")

(3) **Social Problems**—A two-semester course that is devoted to the study of the fundamental national problems that confront the people today. Contemporary social problems such as unemployment, crime, social insurance, economic planning, racial antagonism, liquor control, taxation, inflation, etc., will be studied objectively. This course is conducted by the problem method and supplemented by lectures.⁵

(4) **The World Today**—A one- or two-semester course that is designed to familiarize the student with the multifarious international problems. Communism, Fascism, Tariffs, War Debts, Disarmament, Manchuria, and other world problems will be studied. Current magazines, the newspapers, and recent books will be used for gathering information of the topics mentioned. The radio discussions of these problems will be analyzed and criticized.

(5) **The Nature of Man**—A one-semester course. The purpose of this course is to present an outline of our knowledge of the physical and biological world and to show the position of man in the universe in which he lives. It aims to assist the individual the very important problem of forming well defined conceptions of the cosmos and his relation to it.

The subject matter is presented so that it will open fields of knowledge in order that a student may decide if he wishes to explore more thoroughly any particular field of his interest. The material is presented in an informal way, using both discussions and reports.

The basic text is "The Nature of the World and Man," University of Chicago Press, written by 16 members of the faculty of the University of Chicago. Instruction is provided by several members of the staff, according to their special training.⁶

(6) **Independent Reading**—A one-semester course. The purpose of this course is to prepare students to enjoy their leisure hours through the medium of good literature. Essays, plays, novels, biographies, and non-fiction will be read and discussed by the members of the class. Newspapers and magazines will be given their proper place in the field of current literature. An attempt will be made to improve the reading ability of each student and to fix desirable reading habits in the minds of the members of the class.

A great many other courses might be mentioned for inclusion in this new curriculum such as Household Accounting, Gardening, Construction and Repair of Furniture, Interior and Exterior Decorating, etc.⁷ The location of the school would suggest still other types of courses that might be offered profitably. However, these and other courses can be added later as the junior colleges continue their experimentation in curriculum construction.

Some time ago new courses in the junior colleges were viewed askance by many university authorities, but it seems doubtful if that is the case today. Both the University of California and Stanford University have taken a liberal attitude toward the development of new courses. Emphasis is no longer placed on specific subject-matter as such, but on the caliber of the work done by the student and his capacity for continuing his education with profit to himself and to society. The junior college officials can no longer rely upon the excuse that the university authorities will not give full credit for these courses.

Only a small percentage of junior college students have the opportunity of entering higher institutions of learning. Therefore it is imperative that these final two years of secondary education impart to the individual all that the term Social Intelligence implies. The small junior colleges have an opportunity to lead the way in curriculum revision.

4. Bulletin Pasadena Junior College, March, 1933, p. 121.

5. Dean Grace Bird and Mr. Ewart of the Bakersfield Junior College have done excellent pioneering work in this field.

6. This course first was developed at the University of Chicago.

7. Address by Dr. Merton E. Hill, Director of Admissions, University of California, "Three Decades of Junior College Development in California," California Teachers Association, Northern Section, November 29, 1933.

Hobby Shows for Junior High Schools

I. B. BALL, *Willard Junior High School, Berkeley*

FORTY-THREE boys and girls rode their own hobbies to the first Hobby Show at the Willard Junior High School. These hobbies were decidedly varied. They were in no case connected with any school club. Leisure-time pastimes they were, for the most part entirely unknown to any school instructor. Spontaneous outcroppings of children's deep interests appeared here in collections of stamps, coins, minerals, shells, garden flowers and vegetables, cactus plants, Indian relics, butterflies, beetles, hand-carvings, model airplanes, costume dolls, miniature furniture, scrapbooks, and several other things.

Professor Clyde H. Miller of Columbia University predicts the teaching of hobbies in public schools as one of the outcomes of the shorter working hours now advocated for industry. The "hobby" studies should equip the average person better to enjoy a good time during prospective hours of leisure. This leisure is here today but no one seems to enjoy it. One reason for this is lack of training to enjoy anything outside of the business of trying to earn a living. By hobbies, Professor Miller means "special training in those activities which interest the school pupils most. These may be athletics, games, art, books, sculpture, carving, boats, science, Nature, acting, music, animals, or mechanics.

The real 'frills' today, for most pupils, are Latin and higher mathematics. The essentials are music, health education, industrial and fine arts, and training in wholesome recreation, for these are demanded by the age of leisure." No criticism is intended of Latin and higher mathematics, which, indeed, are now more important for many than ever before. But they are essentials for whom they are essentials. For those who can profit little or nothing from them, they may be frills.

The school hobby show offers direct appeal to hobbies which involve any sort of collecting and also to those pastimes involving creative work in the field of fine and industrial arts.

During the second annual Hobby Show at Willard, the school radio, yacht, airplane, stamp, and art clubs displayed their creations while the collecting hobbies were exhibited in the library. Here, in addition to the hobbies shown the year previous, were displays of army relics, badges and medals, miniatures and labels. At the concert in the auditorium the poetry club and the tumbling club entertained the audience in a delightful manner.

Enforced and planned leisure time on a scale never before dreamed of, is upon the nation. Whether that leisure time is to prove a blessing or a sore curse will depend largely upon the manner in which that free time is spent. Happy is that man or woman who has out-side interests of a wholesome nature. Riding hobbies is a healing and refreshing pastime.

Notwithstanding the great increase in sports upon the part of thousands of citizens, notwithstanding the marvelous spread of recreational and serious reading, there still exists upon every hand unmistakable evidence that time hangs heavy upon the hands of large sections of our population. Aimless attendance at still more aimless picture shows, and feverish hours at afternoon and evening card-tables are but two of the less harmful forms of unprofitable time-squandering. With the lessened restrictions on drinking and gambling the future looks far from rosy as far as any real values to the individual and community from the shorter working week which seems suddenly and inevitably thrust upon our society.

So serious, indeed, is the situation that educators face the future appalled. Strong hope, however, is found in the sure foundations that have been laid by the national growth of late years of the adult education movement and the numberless study-groups of clubs and parent-teachers associations.

But the public schools themselves cannot escape their share of responsibility in this inescapable crisis now facing our national well-being and personal happiness. School clubs and the whole extra-curricular program of the secondary schools of America represents a noble response to this clear call to the American public school system.

But it is doubtful whether any plan of school clubs, sponsored by the schools, can or should attempt to fill completely the appeal to wholesome pastimes and out-side interests of adolescent youth. Enrollment in school clubs must necessarily be limited so as to avoid neglect of curricular studies and to insure worth-while club activities. We cannot imagine that the school program can encompass all the worth-while hobbies.

The annual school Hobby Show, held in connection with a School Club Exhibit, seems to afford an enchanting occasion. Hither the happy boys and girls ride their hobbies, noble steeds of precious personal value and interest. Arrayed on rows of tables in the school library, these displays of children's own collections and handiwork hold a charm for both the exhibitors and their school mates. Highly revealing is the originality and cleverness in arrangement and in the display cases improvised for an artistic setting-off of the precious hobbies.

It becomes, in a way, the children's own fair, and the deep appeal of it all to the juvenile mind is best seen when the classes of the school are conducted in orderly fashion on schedule to view the Hobby Show, the product of their own school mates. What stimulation! What inspiration! What added zeal to go to and do something similar on the part of the less active minds. Silent, subtle appeal.

Childhood hobbies frequently lead to life choices, or at least to delightful and often profitable avocations and diversions. At the 1933 Hobby Show held at Willard Junior High School, a seventy-year collector, John W. Jones of Berkeley, exhibited a case of shells, part of his priceless collection of 13,000 species of shells. On a card in the show-case, Mr. Jones explained that his present collection is the 50-year result of a boyhood hobby, carried forward in spare time until it became a definite life pursuit replacing a former vocation.

"One of the great mistakes men and women make, men more than women," says Roy S. Copeland, M. D., United States Senator from New York, "is not to have an avocation, a diverting hobby of some sort. Women have needle-work or some similar occupation to busy their hands and divert their thoughts. But may I say to them that the cultivation of some sort of a fad is not a bad idea.

"Even during the World War, I am told, King George of England occupied himself an hour or two a week in going over his stamp collection. He had that brief respite from the agonizing thoughts of the war.

"It makes little difference, no difference, indeed, what you choose to do, so long as it actually entertains, refreshes and amuses you."

Thomas A. Clark, writing in the Rotarian, declares that "unoccupied leisure is deadly, stifling, fatal to life and happiness. Something to do, something to enjoy, something definite and regular to be accomplished, they are the only salvation for a man. . . . If he hasn't a hobby now, he should begin at once to cultivate one, and the earlier in life he begins the better for him, and for those with whom he is to associate."

The Dads Club appointed three judges to award the blue, red and white ribbons and the grand prizes of boxes of candy at the Willard Hobby Show. And the query now rises to mind, why not a Dads and Mothers section at the school hobby show? Why not, indeed! It would probably be a great day for both the grown-ups and the "kids." "Every male collects something," says Lady Adams in the Boston Transcript, "and is only too glad to tell you all about it." At least the parents love to view the hobby display if we may judge he attendance at the Willard Hobby Show.

Hobby shows for schools are a "great kick" in the parlance of the day. They may prove to mark a priceless new step in education for the "constructive use of leisure time."

American Book Company has brought out a charming little reader, "Our Little Friends of the Arabian Desert—Adi and Hamda," one of a series of home life readers for supplementary use in the elementary school. The aim of the series is to give a sympathetic understanding of the peoples of other lands. The author is Frances Carpenter. There are many illustrations in color and black and white.

How Shall We Finance Our Schools is the general theme of a series of reports by Professor Fletcher Harper Swift, published by the University of California Press.

The first report deals with the financing of public educational institutions in France; 179 pages; 39 tables; price \$1.75; only 300 copies are for sale. Professor Swift is internationally-known as an authority in this field.

The Contribution of Progressive Education

JOSEPHINE W. DUVECK, *Director*
Peninsula School, Menlo Park, San Mateo County

EVERY industrial concern has a laboratory in which new experiments are tried out before being adopted into the system. In the same way the progressive school has for the past 30 years served the cause of public education as a trial ground or a testing laboratory for the newer ideas in education. To a certain extent it has been "the goat" and willing to be the goat if thereby certain important concepts could be proven to the satisfaction of a reactionary and skeptical public.

Every reform in education has been born in the mind of some individual who has had the temerity to embody it in an institution. These institutions have often been looked upon with ridicule; not a few of them have failed. Froebel himself started a number of schools, none of which could be said to be successful. Bronson Alcott asked only \$6 a month, but could not find more than two or three scholars even at that modest price. Marietta Johnson has maintained her school for 30 years, but she has never had enough money to run a school properly. John Dewey, Colonel Parker, and a host of others have been willing to try out new ideas so that public education might reap the benefit.

Is the progressive experimental school a criticism of the existing school system? Most assuredly it is. But it is only through criticism that progress can be made. The eternal love-feast of some educators who say, "How fine we are! How well we do!" does not lead into new country nor improve existing conditions. So that even if it acts as an irritant and nothing more, it performs a valuable service.

But the chasm between public education and progressive education has narrowed till it no longer seems to be a dividing line. Like the ideas of evolution, which have become absorbed into the backgrounds of our ordinary thinking, many of these once radical ideas are today accepted by all thoughtful teachers and are very generally being put into practice, especially in the primary grades. The primary grades in their attitude towards the child are still ahead of the rest of the school system. However, one finds whole school systems openly calling themselves progressive—such as Winnetka, under Carlton Washburne; Bronxville, under Beatty; and, more recently, Cleveland.

Just what are the concepts which we are adopting and which were first voiced in this country by the so-called progressives?

The conception of the child as a whole, requiring not only mental training, but physical, social, spiritual development as well, has revolutionized school procedure. The mental hygiene movement has been welcomed and fostered by the progressives. They have also made practical John Dewey's idea that interest is the incentive for learning and that activity is the basis of learning.

Today when many of us have all too much leisure, we begin to realize the importance of purpose in leisure and to agree with Colonel Parker and Marietta Johnson that creative expression is natural to childhood and one of the important outlets for any age. The value of independent judgment as against blind acceptance of some one else's opinion is beginning to be obvious in this day of changing social conditions. The recognition of discipline as an inner, not an outer, compulsion which the prophets of the new education have preached from the house-tops, is at last coming into its own, as is the conviction that neither a child nor an adult can succeed in life without some degree of social adjustment.

To give expression to these changing ideas, a score of new methods have developed—"projects," "activity schedules," individual systems such as Winnetka or Dalton, new ways of teaching reading, and many other schemes for imparting knowledge. Teaching materials have been keeping pace with changing objectives—witness the improvement in text-books, work-books, tangible, visible helps to learning, cheaper art materials, greater availability of source material, etc.

But though much has been done, there is still much left to be done. For this we must all work together for the benefit of the children.

The experimental school has proved that best results can only be obtained in small

classes; yet we go on over-loading our public school teachers with 40 or 50 pupils. It costs money, you say. True. But the American people pay more annually for chewing gum and sodas than they do for schools. The public gets what it wants. We must educate them to want the best for their children, and mass education can never be the best education.

We must work to do away with the artificial meaningless marking system; we must get more visiting teachers to bring home and school together, because the school can not carry the child further than the home will let him go; we need better psychological training for the class-room teacher; we should have a closer connection between the school and the community so that the children may better understand the social environment into which they are soon to be ejected.

One lesson that the progressive school teaches, which public education has not yet learned, is that the school can carry on in humble surroundings and with scanty equipment, provided that the spirit of its teaching is sound and enlightened. When we are told that certain reforms are too expensive, we could very well answer, "Let us save then on our buildings. They could be much less palatial, but these other things are necessities."

It might be, in that case, that we should be less inclined to turn the searchlights on the outside shell of our building, but more eager to turn them on the spirit inside.

A Nature School

FFIFTH season of the Field Nature School conducted by Harold W. Clark, of Pacific Union College, Angwin, will cover an entirely new territory and have a new syllabus of work. For several years he has been working on the biotic associations in the north coast ranges of California, and this study will be made the basis for instruction in field ecology to be carried on in connection with the Field School.

The itinerary will cover the finest study localities in northwestern California, including such places as Van Damme Memorial Park at Little River, Mendocino County, the Redwood Highway, Trinity Highway and mountains in the Trinity National Forest, and Lassen Volcanic National Park. It is planned to carry all the school with its equipment in one large bus.

The course will carry a college credit of 4 semester hours. The work will consist of three parts, (1) informal field trips, with notes to be taken and turned in for credit, (2) formal lectures on the ecological features of the region traversed, and (3) individual projects, such as studies on the plant and animal life or collection of specimens. Pacific Union College is accredited with the Northwestern Association, and the Director is a graduate of the University of California, majoring in vertebrate ecology under Dr. Joseph Grinnell.

Expenses will be \$50 for the course, including tuition, board, and transportation. The time is June 5-July 2. This may be a bit early for some; but the bus will not leave Angwin until June 10, making some adjustments possible.

A complete bulletin, giving suggestions regarding equipment, general regulations, daily routine, etc., will be issued in March. Anyone interested is invited to correspond with the Director, Harold W. Clark, Angwin, California.

Treason

LAURENCE M. SMITH

Wilson Junior High School, Glendale

BILL does not write compositions.
 He paints them on a page
 Of theme paper.
 Here, boldly, when he rears
 Half Dome's massive pile
 Fairly to startle me
 As I read.
 There, softly, faintly—
 And a lake, lapping lazily,
 Lies on Bill's paper,
 Fir fringed, fresh, cool,
 The very ripples stirring the page
 In their shoreward march!
 Now, bold and soft
 Are flung suddenly
 Together
 To emerge a valley—
 A green pocket
 Sewn tightly in place
 With the rough stitches
 Of Sierra needle peaks.
 Bill sees, feels, lives
 Beauty—
 Not commas.
 A sunset is one thing.
 A semicolon,
 Another.
 Oh, Bill,
 Paint on!
 No red pencilings of mine
 Will intrude punctuation
 Where perfection
 Reigns!

Public School Finance

State, County, City and District Taxation for the Support of Public Elementary and Secondary Schools

ALFRED E. LENTZ, *C. T. A. Legal Advisor*
Sacramento

THE public schools of California are dependent upon the contributions, in the form of taxes, of the people of California for their support. With the exception of comparatively small sums either given by the Federal Government¹ or derived from the sale of state school lands² or from the interest on the Perpetual School Fund³ or from minor sources such as gifts and rentals, the public schools of California have no other source of support than that given by the taxpayers.

The purpose of this article is to give a brief statement of those taxes now in effect which directly or indirectly aid in the support of the public elementary and secondary schools of the state.

State Taxes

All funds given by the state to the public schools (excepting those derived from the sale of state school lands or from the interest on the Perpetual School Fund) come from the General Fund of the State.⁴ (Funds appropriated for the support of the public school system and the University are a first charge against all revenues of the state, regardless of source,⁵ but the School Code prescribes the payment of appropriations for the public elementary and secondary schools shall be from the General Fund.⁶) The General Fund consists of all moneys received into the state which are not specifically appropriated to any other fund.⁷ Into the General Fund are paid the receipts of seven state taxes:

1. The Retail Sales Tax⁸

Under the Retail Sales Tax Act each seller at retail of any form of tangible personal property, with certain enumerated exceptions, in California, must pay at the end of each quarter a tax of 2.5% on the gross receipts of all retail sales during the quarter.

1. School Code sections 3.10-3.12; 4.80-4.90; 4.100-4.123; Statutes 1907, Chapter 277, as amended, section 4; Statutes 1927, Chapter 148.

2. Article IX, section 4, Constitution.

3. Ibid.

4. School Code sections 4.1, 4.10, 4.20, 4.30, 4.51, 4.84, 4.102.

5. Constitution, Article XIII, section 15.

6. School Code sections 4.1, 4.10, 4.20, 4.30, 4.50, 4.84, 4.102.

7. Political Code section 454.

8. Statutes 1933, Chapter 1020.

2. Insurance Company Taxes

a. General Insurance⁹—Each insurance company doing business in California must annually pay a tax equal to 2.6% of the gross premiums, less return premiums and re-insurance, paid authorized companies in the state on all insurance written in the state, excepting marine insurance, during the year for which the tax is paid.

b. Ocean Marine Insurance¹⁰—Each ocean marine insurance company must pay an annual tax equal to 5% of the underwriting profit on the proportion of ocean marine insurance written in this state, during the year for which the tax is paid.

3. Bank and Corporation Taxes¹¹

a. Mercantile, manufacturing and business corporations are required, in addition to paying real and personal property taxes, to pay an annual franchise tax equal to 2% of their net income, during the year for which the tax is paid.

b. Banks and financial corporations must pay an annual tax equal to the same proportion of their net income during the year for which the tax is levied, but not in excess of 6%, that mercantile, manufacturing and business corporations pay in franchise and personal property taxes in proportion to their net income. The state tax paid by banks and financial corporations is in lieu of all other taxes except taxes on real property.

4. Liquor Tax¹²

A tax of 2 cents is collected from the manufacturer or importer thereof on each gallon of any fermented alcoholic beverage as defined by law.

5. Inheritance Tax¹³

Under the Inheritance Tax Act a tax on every inheritance is levied on the appraised value of the inheritance. The rates levied vary according to the amount of the inheritance and the relationship of the party receiving the inheritance to the person leaving the property forming the inheritance.

Ninety-five per cent of the receipts of the inheritance tax is paid into the General Fund, the other 5% of the receipts being paid into the Public School Teachers Permanent Fund (Retirement Fund).¹⁴

9. Constitution, Article XIII, section 14; Political Code section 3664b.

10. Constitution, Article XIII, section 14; Political Code sections 3664b-1 to 3664b-4.

11. Statutes 1929, Chapter 13, as amended.

12. Statutes 1933, Chapters 51, 178 and 658. Lucchesi v. State Board of Equalization et al., —C. A. D.—

13. Statutes 1921, Chapter 821, as amended.

14. School Code section 5.1003.

6. Highway Transportation Taxes¹⁵

Carriers of property and persons for hire, other than common carriers, must in addition to an annual license fee, pay a monthly tax of 3% of their gross receipts.

7. Public Utility Taxes¹⁶

Steam railroads, street and interurban railways, car companies, express companies, telephone companies, telegraph companies, gas and electric companies must pay an annual state tax based on their gross income during the year for which the tax is levied. This tax is in lieu of all other state or local taxes. The rates levied at present are: 1. Steam railways of over 250 miles, 7%; other steam railways, street, and interurban railroads, 5¼%; car companies, 5¼%; express companies, 1%; telephone companies, 5¾%; telegraph companies, 5½%; gas and electric companies, 9%.

County Taxes

1. Intangibles and Solvent Credits¹⁷

A county tax is levied on all notes, debenture, capital stock, bonds, deeds of trust, and mortgages at the rate of .2% of their actual value. The receipts of the tax are distributed as follows:

a. If the property taxed is located within a city and a school district, one-third of the tax goes to the school district, one-third to the city and one-third to the county.

b. If the property taxed is located outside of the city but within a school district, one-half of the tax goes to the district and one-half to the county.

In either of the above cases, if the property taxed is located in both an elementary district and a high school district, then the proportion of the tax which is given to the school district in which the property is located is divided equally between the two districts.

2. County High School Tuition Tax¹⁸

Where high school pupils reside in California and attend high school in an adjoining state, the board of supervisors of the county in which the pupils live must, on the approval of the county superintendent of schools, levy a tax on all taxable property in the county. This tax is called the county high school tuition tax. It must be large enough to provide, together with the funds apportioned by the state to the county on account of the attendance of pupils living in the

county and attending high school in an adjoining state, sufficient funds to pay the tuition and transportation (the latter not to exceed \$10 per month per pupil) of pupils living in the county who attended high school in an adjoining state during the previous school year.

3. County Junior College Tuition Tax¹⁹

This is a tax which must be levied by the board of supervisors of every county in which there is not a county junior college to pay the total cost, as defined by law, of educating junior college pupils who reside in the county but are not residents of a junior college district or of a high school district maintaining junior college courses, and who attend junior college in a junior college district or a high school district maintaining junior college courses.

City Taxes

A city may levy a city tax to aid the public school system in the city, where warrant to levy such a tax is found in the charter of the city or other provision of law.²⁰ The charter of a city adopted in accordance with the constitution²¹ may, therefore, provide for the levy of a city tax for the support of the public schools in the city. Likewise provision is made in the Municipal Corporation Act²² whereby a city tax may be levied by cities of the following classes: first²³, second²⁴, third²⁵, fourth²⁶, and fifth²⁷.

Where an incorporated municipality issues bonds for the erection of school-houses, as it has the power to do,²⁸ taxes levied for the payment of the principal and interest of such bonds are, of course, municipal taxes.

District Taxes

The levy of school district taxes is subject to the three restrictions noted below:

First, the expenditures of a district for any school year may not exceed its expenditures for the preceding school year by more than 5%, unless the State Board of Equalization, or two-thirds of the voters voting at an election held

15. Statutes 1933, Chapter 339; Political Code section 3664gg.

16. Constitution, Article XIII, sections 14, 14½, 15, 15½; Political Code section 3664a.

17. Political Code section 3627a.

18. School Code sections 3.330-3.338.

19. School Code sections 4.270-4.278.

20. *Whitmore et al. v. Brown, etc.*, 207 Cal. 473.

21. Constitution, Article XI, sections 6 and 8.

22. Statutes 1883, Chapter XLIV, as amended.

23. *Ibid*, section 270.

24. *Ibid*, section 412.

25. *Ibid*, section 573.

26. *Ibid*, section 713.

27. *Ibid*, section 798.

28. General Improvement Act of 1901, Statute 1901, Chapter XXXII, as amended; Constitution Article XI, sections 6 and 8. *Los Angeles School District et al. v. Longden, etc.*, 148 Cal. 380; *Law v. City and County of San Francisco et al.*, 144 Cal. 384; *In re Wetmore*, 99 Cal. 146.

for that purpose, authorize an increase in such expenditures. Further, any district which decreased its expenditures in any school year or years may increase in any subsequent school year or years its expenditures by the amount of such reduction or by an amount not more than 5% of the amount expended in the school year immediately preceding; of course, additional increases may be made if proper authority therefore is secured.²⁹ Any increase so granted does not, however, become a part of the expenditures for the school year for which the increase was granted so far as the determination of the permissible expenditures for the next school year is concerned.

Second, the board of supervisors levying a school district tax may reduce the budget of a school district to bring it within the limitations referred to above.³⁰

Third, the law specifies the maximum rate of school district taxes, which may be levied and this maximum may be exceeded only by the vote of a majority of the electors of the school district voting at an election held on the question.³¹ An increase in the maximum tax rates once voted remains in effect only for the length of time specified on the ballot used at the election.³²

Subject to the conditions outlined above school district taxes may be levied as set forth below:³³

1. Elementary School Districts

A maximum tax of 70 cents for building purposes and of 30 cents, or of 45 cents if the district maintains one or more kindergartens for all other purposes on each \$100 of the assessed valuation of taxable property in the district is permitted.

2. High School Districts

A maximum tax of 75 cents for all purposes on each \$100 of assessed valuation of taxable property in the district is permitted.

3. Junior College Districts

A maximum tax for all purposes of 50 cents on each \$100 of assessed valuation of taxable property in the district is permitted.

The school district taxes mentioned above are levied by the board or boards of supervisors of the county or counties within which the school district involved lies, and are based on the budgets submitted to the board of supervisors by the governing board of the district through

the county superintendent of schools having jurisdiction over the district. A board of supervisors has no control over school district budgets or the levying of school district taxes except to the extent already indicated.³⁴ A district tax is levied only when the estimated income of the district for a school year from all sources except district taxes is less than the anticipated expenditures of the district.

The taxes and maximum rates thereof mentioned above do not include taxes levied to pay the interest and principal of bonds issued by school districts.³⁵ The board of supervisors of the county of control levies a tax each year on the taxable property of a school district having a bonded indebtedness sufficient to pay the principal and interest due on the bonds,³⁶ which is in addition to the school district taxes levied for maintenance and building purposes.

35. School district bonds are issued under School Code sections 4.960-4.1044.

36. School Code sections 4.990-4.991.

...

Poppy Poster Contest

MRS. JAMES MORRIS, *National Chairman*
Poppy Committee, Indianapolis

A POSTER CONTEST, open to pupils in grade and high schools throughout the country, is being sponsored again this year by the American Legion Auxiliary. The contest has as its subject the Auxiliary's memorial poppies, which are made by disabled World War Veterans and distributed by the Auxiliary women on Poppy Day, to be worn in honor of the World War dead. The posters should depict the ideals and purposes of the memorial poppy.

Local, state and national contests will be held, with suitable awards offered in each contest. Competing pupils will be divided into two classes, one for grade school pupils up to and including the ninth grade, and the other for high school pupils.

The posters must measure 14 by 20 inches, and may be done in any colors or materials desired. The words, "American Legion, American Legion Auxiliary and World War Veterans" may be incorporated in the posters, but no poster using the word "Buddy" will be considered. The posters will be judged on the following scale:

1. Appeal (force with which the poster drives home the message of the veteran-made-poppy) 40 points
2. Artistic ability 20 points
3. Attention value 20 points
4. Neatness 10 points
5. Originality 10 points

Local contests will be conducted by local Units of the Auxiliary under the supervision of the teachers of the schools. These contests will close May 10, in order that the posters may be displayed before Poppy Day, May 26.

29. Constitution, Article XI, section 20.

30. Political Code section 3714b.

31. School Code sections 4.375-4.376.

32. School Code section 4.377.

33. School Code section 4.375.

34. Esberg et al. v. Badarraco et al., 202 Cal. 110.

The Dean of Girls and Her Community

MAUD MCCARTHY JONES, *Dean of Girls, Taft Union High School*

THE dean in her school has an opportunity to be a friend to parents as well as to the boys and girls in her high school community. Adjustment difficulties in the field of parent-child relationships are among the many problems that are brought to her office for solution. In solving them it may be her happy privilege to serve the school and community by stimulating thought and study that will lead to the development of sympathetic and understanding attitudes among parents and their children.

Students of human relations generally agree that youth and age are in conflict because of a misunderstanding of each by the other. The increasing complexity of our rapidly developing civilization, moreover, tends to widen this gap of misunderstanding between youth and age, and there seems to be little hope for a solution of this problem without adequate knowledge of the attitudes responsible for such a conflict.

Dr. William Sadler in his recent book, "Piloting Modern Youth," presents this challenge to thinking people. He says:

*"If I were to be asked what is the largest problem now confronting the American people, I would frankly answer, 'Adequate understanding of the mind of youth.' The passing generation holds little hope when it comes to a solution of the social tangles of modern life. I am convinced that the complex issues connected with our present day civilization will never be successfully solved unless we discover new minds. But the only new minds there are belong to our youth. If we can bring about a sympathetic and understanding co-operation between the minds of the old and those of the young, there is hope that we may solve our new problems."*¹

Is there any way by which sympathetic attitudes may be built up in order to alleviate this age-old conflict and help to bridge the gap of misunderstanding between youth and the adult world? As a trial answer to this question, the dean initiated a program in her school trusting that it might aid in the solution of a few of the adjustment problems in child-parent relationships that came so often within her realm.

The idea for this plan had its inception in a parent education class composed of high school

mothers who were vitally interested in the welfare of their boys and girls. In the study of the adolescent and his problems this group was concerned with reaching conclusions based upon facts and not upon mere opinion. Of special concern to the members of this study group was the attitude of youth toward the parents of today.

There were two ways of approaching the problem of determining the attitudes of youth: the adult thinking back through the years to his own adventurous youth recalling memories of the past, or asking the young person of today to express his opinions of the child-parent relationship. It was agreed to use the latter plan of attack, and with the willing co-operation of the young people in the high school, the following study was made possible.

To some 60 representative boys and girls in the high school, the following question was submitted:

What in your opinion are the most outstanding faults of the parents of today?

The young people were informed that parents themselves were seeking this information, and they were asked to enumerate the outstanding faults from youth's point of view not of any particular parent, but of parents in general as they had observed them.

THE students expressed an eagerness to participate in this study, and their responses were somewhat varied and most enlightening. A sampling of their youthful opinions concerning the outstanding faults of the parents of today is presented here:

One high school student made these statements:

Parents are not broad-minded enough.

They seem to forget that they were once young.

They lack understanding.

They often worry too much about our affairs.

A high school girl commented thus:

Parents are too narrow-minded.

They are not pals to their children.

They think everything they say is right.

They are always anxious to tell their children the wrong things they are doing.

Another girl said:

Most parents can't realize that their children are growing up. There's nothing quite so annoying as to be laughed at when you are giving an opinion in the family circle.

Parents should give their children more re-

1. William S. Sadler and Lena Sadler, *Piloting Modern Youth*. (New York: Funk and Wagnalls Company, 1931), p. 246.

sponsibility. We like to feel important about the household. Some parents have an idea that all the younger set of today is wild. That isn't so. Parents don't seem to be interested in what their children are doing. We like a little praise occasionally, too.

Opinions of Young People

From a junior boy came these opinions:

Parents do not realize that we are growing up and are not babies any longer.

They are too easily disturbed over our minor troubles.

They are too much concerned about the bad grades we get in school when they ought to be happy about the few good ones we do get. Most parents deliver too many ultimatums to their children when they really don't mean them. Otherwise, parents are pretty fair.

A senior girl offered these comments:

Parents want their children to live by the standards of a quarter of a century ago.

They are not willing to talk freely and frankly with us.

They do not give their children adequate sex instruction.

They seem to lack confidence in our ability to face the problems of youth.

In these youthful contributions there were implied, if not always expressed, a desire to be allowed to grow up, an urge to accept responsibility, and a longing to be understood.

The study aroused so much interest that some of the young people whose willing co-operation had made it possible were invited to present the adolescent viewpoint on some of the problems of youth to the members of the parent education class. Other parents were invited to this meeting. Many of them came. At the close of the talks an opportunity was given for discussion of the problems that had been presented. Much enthusiasm and interest were aroused, and a step toward a happier and a more sympathetic understanding between parents and their children had been taken.

THE success of such an experiment as this depends largely upon the "depth to which a dean has dug into her community," upon the confidence which her own young people have in her, and upon her own earnest desire to be of real service in the world around her.

From such an experiment as this the dean may hope that parents will become more aware of the sensitivity of the adolescent, more tolerant of the growing-up process, more sympathetic with the perplexities of youth, and more imbued with the spirit of the philosopher, Spinoza, who said, "Neither ridicule, nor condemn, but try to understand."

In the School Library

LAURA BELL EVERETT

Oakland Technical High School

"WHO enters here leaves the afternoon sunshine behind, is virtually kept after school." That used to be the student attitude toward the library. Well trained students who had never read anything not definitely assigned went out of school doors never again to read. Why should they? They had formed no reading habits.

Perhaps some day some one will dramatize the Library of the Past, retiring its sets of Gibbon and Burke, to fill its shelves with the best books that appeal to the young, putting enthusiastic young librarians in charge, there every working-hour of the day, willing to come to the classrooms to explain the use of card catalogues and readers' guides, willing to have classes or parts of classes sent from recitation rooms.

The whole emphasis is changed. The students are discoverers. They find things they have been looking for. They learn that there are books on all sorts of subjects, on bridges and radio and aviation and the raising of pigeons. Such a book as *The Young Stamp Collector's Own Book** by Ellis Parker Butler, or *Firecracker Land†* by Florence Ayscough can convince a student that the library is a charmed place. Such a book as *The Finished Scoundrel**, General Wilkinson, Washington's evil genius, flayed by Washington Irving and Theodore Roosevelt in *The Life of Washington* and *The Winning of the West*, may convince some sophisticated senior that United States history has surprises, and Andrew Jackson, the *Border Captain**, by Marquis James, author of the Pulitzer prize biography, *The Raven*, may out-distance sensational fiction.

In the dramatization to which I have referred, the Library must say, "I have become all things to all students," for most important in the new order of things is the recognition that the child must read what he can assimilate. Cheers for the Library of the New Order.

*Bobbs-Merrill.

†Houghton Mifflin.

* * *

Our *Starving Libraries*, by R. L. Duffus, published by Houghton Mifflin Company, is a volume of 150 pages, comprising stories in 10 American communities during the depression years. It is a logical supplement to Mr. Duffus' previous volume, *Books—Their Place in a Democracy*.

Our Tiny Tim Party

JESSIE LEE MYERS, *Teacher*
Home School, High Department, Glendale

LET'S have a Christmas party for our pupils," suggested Mrs. Rilling, the head of the Home School High Department to our faculty one day early in November.

"Agreed," we enthusiastically chorused.

Our Home School consists of those youngsters unable to attend regular school, those physically weak but mentally sound. It includes cripples, arrested tuberculars, anemics, nervous cases, epileptics, any condition making daily school attendance impossible. Those who can get down in some way to our Center (an attractive bungalow in back of the Board of Education Building, are taught there twice a week. Those incapable of doing that are taught by us in their homes. Despite physical handicap, perhaps **because** of it, these pupils maintain a quite high standard of scholarship. There are so few things they can do, that they take pride in doing well what they are able to accomplish.

Such anticipation over a party has rarely been seen. We asked each pupil to bring a small present for some other pupil. Our dime stores became the Meccas for eager groups of devotees of Kress, Woolworth, and Newberry. The affair was to be held from 1 to 3 o'clock the last day before vacation. Those unable to get to the school any other way would be chauffeured down by the faculty.

At five minutes before one on the gala day, as I drove into the school ground with a carload of invalids I had collected, I was surprised to see that almost all the boys and girls were already there. No being fashionably late for those to whom a party is as much of a rarity as an extra-dividend check is to us. Moreover, they were making merry in joyous fashion directly under the august windows of the Board of Education, which fortunately was not in session.

We hurriedly corralled them into the building; and presenting each one with a paper bell containing a definition of some word with "bell" in it, we started them out to see who could collect the most definitions. From that moment on, although most of the pupils had been strangers to one another, they became Jonathans meeting Davids, Robinson Crusoes discovering Fridays. Old Santa was giving to those socially-starved youngsters the greatest of gifts—that of comradeship. The bungalow literally rang with laughter and good fellowship.

Suffering has disciplined these boys and girls to a rare consideration and courtesy for others. Ruth, a little girl in a wheel-chair, took part in all the games, being wheeled up into position each time she was "It" by Fay, who has anemia. It was Fay, who proudly informed us that Ruth had scored some points for their side in the ball-rolling contest. She seemed happier over that than in her own achievement in scoring.

Only one pupil, a crippled boy older than the others, refused all our efforts to draw him into the games. He sat in Byronic hero pose, dark and moody, until a small red-haired girl, who is always talking of her ills, sought him out. With a tact which would have won Emily Post's congratulations, she saw that that boy had an excellent time for the rest of the party.

Then there was Fred, our one case of mental arrestment, formerly a normal boy but hurt in an automobile accident a few years ago, and whose mind is just now returning after a prolonged blankness. We had asked some of our boys to look after him, being dubious about the advisability of his mixing with others. They responded beautifully by treating him like a "regular guy," one of themselves.

Such is the power of mental suggestion that Fred actually acted quite normal, entering into all the games, even to writing his line of poetry to Santa along with all the others—and the line did **rhyme**, which gave us teachers more encouragement than we had had in many a day.

Another surprise was Tom, who possessed an inferiority complex. Yet that boy developed a most surprising leadership of the crowd. He won the elimination contest in throwing a ball through a Christmas wreath, and the rooters for him would have done credit to any college football rooters section.

Ned Won a Contest

Ned, a boy on crutches, won the pantomime contest for Christmas toys by representing a top and twirling around at lightning speed on his crutches. Elaine, a spectacled girl with weak eyes, exclaimed with pride over her success in ball-throwing. She was runner-up to Tom in the contest previously mentioned, and I should have judged off-hand would not have been able to hit the Chrysler Building five yards away.

Of course, the party would not have been complete without the Center mascot, a black bull-dog, who proved himself a genial, well-behaved host. He belonged last year to one of our elementary Home School boys who died during

the summer vacation; and since that time the dog daily wanders down to us for comfort. The pupils tied a red paper bell around his neck. Such Sunday behavior did he evince that he did not even chase the balls which were rolled along to their goal, perilously near his nose.

And as we watched, we could but be deeply appreciative of a school system and of a state, which in the midst of a national depression and a stern curtailment of expenses, still continues to obey Tiny Tim's injunction:

"God bless us, Every One!"

Our "every-ones" are so grateful!

* * *

Education for Enjoyment

DR. A. R. LANG, *Dean of Education*
Fresno State Teachers College

EDUCATION for Enjoyment" is the title of a rather unusual college course offered at the Fresno State Teachers College. It is unusual not only in title but also in content and methods of procedure.

During the summer of 1933 it occurred to the writer that there was a need for some college courses which stressed particular life-activities and which would draw upon the co-operative contributions of all subject matter departments having something to offer to the activity.

The value of the co-operative teaching procedure had already been indicated by an education course on recent trends in elementary school methods in which different members of the college staff and others engaged in the county and city schools were selected to contribute, according to their special subject interest and preparation.

This particular course has been offered now for the second year and has continued to command great interest and a large enrollment from teachers in service.

From this experiment it was concluded that something similar might be accomplished with one of the great cardinal objectives of education as the main goal. The recreational field was chosen because of its timeliness in connection with the growing need for better ways of using leisure time.

It was decided to enlist the three departments of physical education, art, and music in the first semester's work. All instructors of these departments were found to be willing to do a little experimenting in this way. After a few conferences the course outline for the 16 two-hour meetings during the first semester was developed and carried out.

While it is impossible to evaluate definitely the results of this course there were indications of unusual interest, not only on the part of the students but also on the part of the faculty members who participated. The course was scheduled in the evening so that teachers in service might attend. There were 77 students enrolled in the course during the first semester.

The popularity of the course may be judged from the fact that the enrollment for the second semester has increased to 188 students. The class is a popular topic of conversation by those enrolled and by others who are curious about it. Many speak of their interest in it and the value it has been to them. Requests for admission continue to come in after it is too late to register for credit. The course seems to fill a long-felt need among large numbers. While the enrollment is largely from teachers in service, there is an increasing number of regular college students in attendance.

The second semester's work is planned to involve six different college departments as follows: The English Department will have two evenings devoted to the enjoyment of Literature, Public Speaking, Biography, and Poetry. The Physical Science Department will use two meetings in which to show ways of enjoying the physical and mechanical world in which we live. The Geography and Geology Department will spend two evenings in presenting the enjoyable features of our geographical and geological environment.

The Biology Department will take five sessions to explain ways of enjoying gardens, wild flowers, insects and reptiles, mammals, and birds. The head of the Department of Mathematics will spend half a session on the part mathematics plays in our enjoyments, and a member of the Psychology Department will devote the rest of the session to a discussion of the psychology of recreational reading.

The Drama Division of the English Department will have two sessions in which to develop how to enjoy the theater. And the astronomy instructor will devote two evenings in explaining the possibilities of enjoying the skies at night. This program has a wide appeal and should prove interesting and profitable to the large group enrolled. It opens up some of the many ways in which leisure time may be used to the best advantage.

* * *

The students of Burbank Junior High School, Berkeley, issue an attractive mimeograph, illustrated paper, Burbank News. It is now in its sixth volume. The principal of the school is L. L. Standley.

The Linguistic Arts in Life

Paper presented by Major George W. Braden, Special Representative Western Division, National Recreation Association, at Santa Barbara County Teachers Institute.

"THE Greeks had a phrase—'Life is made most agreeable by recreation and leisure.' Their great philosophers realized the importance of balanced activity, intensive activity." The linguistic arts as expressed in both the written and spoken word had an exalted place in the cultural life of both Greece and Rome. The scope, dignity and effectiveness of the cultural and recreational use of language was emphasized by Plato, Aristotle and Socrates.

Unfortunately, the cultural, leisure-time, recreational life of the ancients was for the privileged few. Avocational training and leisure-time, recreational expression in a social democracy must be for all the people. Personally, I feel that public speech is one of the finest of the arts but one which has frequently degenerated into street-corner, soap-box oratory. How tremendously mentality and true culture are revealed by one's speech!

Recently in doing some shopping I was impressed by the atmosphere of culture on the part of a young lady back of the counter until she addressed the girl standing next to her with the expression: "Say, Mag, 'ave yuh seen Mae West yet in 'I Ain't No Angel'? Jim tuk me and buleve me, it was a swell show!"

Not long ago I made a study on the train en route from Denver to Salt Lake City of the subjects under discussion by the people on the train and discovered, as I have in several preceding studies, that conversation was limited in the main to five commonplace topics. You can very nearly guess what they were—the weather, clothes, the annulment of Prohibition, the general political situation, and "It's a nice country we are passing through."

This is in sharp contrast to the conversation one hears in European cities at the cafes in the late afternoon where frequently more than one language is used and on topics of real educational, cultural and recreational value in an interpretation of major political and national events, community progress, and arts, science and literature. The difference is that the European thinks of conversation in public as a fine recreational art. We Americans are too prone to think of conversation as simply a casual expression involving very limited mental activity.

In the splendid book "The New Leisure Challenges the Schools," edited by my colleague, Eugene Lies of the National Recreation Association, he refers to one of the nation's most progressive schools as emphasizing the "wise use of leisure as one of the outstanding long-time aims of all teaching in the Reading-English-Literature field." "English and reading as tool subjects, opening the way to wonderful worlds of knowledge, understanding, imagination and delight, are, of course, held up to the student as of prime importance. They are doors, channels, touchstones without whose possession these worlds are pretty much closed tight.

Very Specific Objectives

"To cultivate taste and desire for reading; to develop appreciation of literary beauty, recognition of good literary form, and love for the admirable qualities which the great characters in literature reveal, thus ministering to hero-worship and idealism; to beget in children the feeling of enjoyment and ever-increasing enjoyment in delving into the printed page; to enrich the imaginative and emotional life of the pupil; to fix in memory selections of poetry and prose to serve as life-long assets of joy; to get young people to love the best books and magazines instead of the mediocre or worse—all these are very definite objectives."

In the matter of reading by school children at public libraries Mr. Lies states: "The Detroit public library had 70.7% of all elementary school children registered and 88.1% of all junior high pupils. In Los Angeles the percentage of children in high school grades holding personal cards were 7th grade—62%, 8th grade—62.6%, 9th grade—63%, 10th grade—63.5%, 11th grade—71.9%, 12th grade—72.3%.

I THINK of the following instruments for increasing and enriching the program of linguistic arts in the public schools and in the community—the increasing association of current reading with the current life which the people are living; the periodical dramatization of the field of literature being undertaken; the use of memory competition similar to the way we have used music memory competition during the several years past; carefully guarded and planned competitive essay writing, debate, declamation, oratorical contests and play writing; periodical presenting of current events; open forum; lectures presenting popular, educational and recreational interpretation of literature; and weekly social gatherings for those interested in short-story writing for hearing, in-

terpreting and appraising recent productions by those in the club.

It is a job challenging our best thought to help youth find a way out of the morass of an American market into which new offerings "pour like a maelstrom from the presses." "In 1931 in the United States 8506 new books of all kinds, about 2300 daily newspapers, 5000 different monthly and 13,500 weekly periodicals were published in addition to the extensive publications of Federal and State governments, colleges and universities."

Interpretative and creative participation in the field of linguistic arts is one of the most satisfying personal leisure-time recreation hobbies.

* * *

Alamo School, a two-teacher rural school in Contra Costa County, has issued a praiseworthy illustrated, hectographed annual "El Alamo."

It is composed entirely of the children's work, includes a linoleum block print and many attractive pictures. The principal is Mrs. Neah Flint.

* * *

I. V. Funderburgh, principal and district superintendent, Roseville Union High School, Placer County, reports several helpful C. W. A. projects at that school including parking, landscaping, improvements of track and football field and numerous other items.

Graduation Program Suggestions

AN excellent opportunity for interpreting the California public schools comes during Public Schools Week, April 23. The graduation season furnishes a similar opportunity at the close of the school year.

In view of the widespread demand for suggestions on the new-type graduation programs which stress pupil participation and the interpretation of the school to the community, the Division of Publications of the National Education Association has prepared a Special Commencement Packet containing summaries of 25 of the best 1933 programs available, the actual text of one outstanding junior high school program and one outstanding senior high school program, and other valuable materials.

This packet can be secured for the cost price of 50 cents from the Division of Publications, National Education Association, 1201 16th Street, N. W., Washington, D. C.

* * *

Dr. W. W. Kemp, head of the department of education at the University of California, and Mrs. Marion Le Roy Burton, widow of a former president of the University of Michigan, are to be married in Berkeley the latter part of May.

* * *

M. E. Broom, associate professor of education, San Diego State Teachers College, is associate editor of *The High School Teacher*, a national journal of secondary education, published at Blanchester, Ohio.

Four Factors that Help Teeth Last a Lifetime are Right Food, Dental Care, Personal Care and Plenty of Chewing Exercise.



Right Food



Dental Care



Personal Care



Chewing Exercise

LACK of chewing, dentists point out, is one of the contributing causes for the present deterioration of teeth. *Teeth are to chew with* but precious little chewing do they get in this age of Soft Food. Chewing exercise offered by gum, 5 to 10 minutes daily (espe-

Forward Looking

... business groups shun extravagant statements. They call upon great Universities to make impartial investigations of their products. Results of such research form the basis of our advertising. What you read over our signature about chewing gum, you can believe.

The National Association of Chewing Gum Manufacturers

cially after meals), tends to be a definite dental benefit. For children it is very much to be recommended as crowding and overlapping teeth are due in no small measure to lack of chewing. That is why we say: *There is a reason, a time and a place for Chewing Gum.*

Transitional Public School

CYRUS D. MEAD, associate professor of education, University of California, and Fred W. Orth, principal of Coronel Public School, Los Angeles, are co-authors of a particularly significant and valuable book, "The Transitional Public School," recently brought out by the Macmillan Company.

This volume of 400 pages has many illustrations, graphs, reference lists, tables and other helpful materials. One unique chapter pertains to the use of the daily newspaper in the school. Throughout there is an abundance of representative childrens work.

Frank P. Graves, president of the University of the State of New York, has written a valuable introduction. He states, "We have come to regard the child not as a species of empty reservoir to be filled as economically and effectively as possible, but as a living creature of endlessly diversified possibilities in activity and behavior. Consequently the various laboratory and progressive schools have sprung up. Under ideal conditions in these experimental schools, theories have been worked out which prove the worth of activity in the learning process. But conditions in public schools are very different. An adjustment, or transition, is necessary in putting these theories into practice in the public schools.

"The pages of this book, then, present the procedure for an adequate integration of what we have come to call the old and the new education. The authors have demonstrated how the work of the public elementary schools can become activity and life, and how books representing time-honored subjects may themselves be related to experience and behavior. The details of the volume have been well worked out.

Rich and Unique Units of Work

"Of especial value would seem to be the apt illustrations—pictures, charts, and narratives—and the educationally rich and almost unique units of work. Through them the teachers in our public schools may learn how they can gradually change their procedure from following the traditional curriculum to the inauguration of an activity-subject matter program under typical conditions. Thus in its sound philosophy and its practical nature alike the book has made an outstanding contribution to educational literature. The Transitional Public School has become both vivid and attainable."

This book is an attempt to reconcile and harmonize and mediate the subject-centered public

school and the "child-centered" activity experimental school. It is an attempt to bring together what we have come to call the old education and the new—to show that the happy medium between extreme traditionalism and extreme reform can and should be worked out by the public school.

We recommend the study of this noteworthy California book by teachers and all others who are interested in the modern school.

* * *

New Plan by Gray Extends Primary Reading

RECENT surveys show that by far the largest share of time in the primary grades is devoted to reading. One of the leading studies, Carleton H. Mann's *How Schools Use Their Time*, points to the fact that this reading time is almost entirely given over to books which develop essential reading skills—learning how to read—and to simple, easy story books. Practically no time is devoted to reading in other fields, such as numbers, art, health, and science.

Of course much of the first grader's time must be spent in mastering the fundamental tool-subject of reading. However, many educators agree that too much of the time now being devoted to reading is at the expense of other fields.

The Twenty-Fourth Year Book says, "Current practice with regard to time allotment developed when reading activities were limited almost exclusively to the reading period. According to the program that has been recommended, reading is intimately related to practically every classroom activity."

In his investigations of primary reading methods and materials, Dr. William S. Gray, editor of the Twenty-Fourth Year Book, learned that there was a dearth of appropriate, suitably-graded materials which would enable teachers to carry on a program such as is recommended in the Year Book.

As a result of this discovery, he has advocated the production of easy, interesting reading material in all areas of learning, presented in the form of stories with appealing, child-like backgrounds and properly controlled vocabularies. Some of this new material has appeared recently.

An organized series, the Curriculum Foundation Series, is now appearing under the direction of Dr. Gray. Scott, Foresman and Company is the publisher. Teachers and superintendents interested in this new type of material should write the publishers asking for information.

Nature Day in an Elementary School

RICHMOND BARBOUR, *Principal, Ocean Beach Elementary School, San Diego*

ORIGINALLY organized to provide school-wide interest in the oft-neglected subjects of nature-study and science the annual "Nature Days" at the Ocean Beach Elementary School have come to provide also a means of establishing stronger school-home contacts and of bettering the general public relations of the school.

There are three parts to Nature Day; a Garden Show, a Pet Show, and the presentation by classes of the culminations of their nature-study activities. By having a full program of this type it is possible to give every child in the school a part in it.

Preparation for the Garden Show is done at home throughout the months preceding Nature Day. Any garden product—plant, vegetable, or flower—planted and raised by children enrolled at the school, can be entered. Six of the rooms also have gardens at school and these rooms are allowed to enter their products in the show.

Contacts have been made with several local nurserymen and they have been found willing and eager to give advice to the children for both their home and school gardens. This help, coupled with classroom study of plants and gardens, has made possible the development of some rather fine children's gardens.

Preparation for the Pet Show is made both at school and at home. At school the care of pets, types of pets, kindness to animals, and so on, are discussed as factors leading to the Pet Show, and the rules of the show are thoroughly explained. The actual preparation of the pets—cleaning, combing, caging—is done at home, of course.

Activities centering about nature-study occupy a considerable portion of class time for the weeks preceding Nature Day. The units vary from class to class and from year to year; however a sample might be taken from a Low Third grade class activity-unit centering on the seashore. Being in a beach community the children have a rather good background to begin with. In studying the seashore they make several trips to the beach, looking for a few specific things each time.

They observe sea anemones, talk about them, read whatever simple material is available about them, and draw them; in the same way they learn about crabs, sand dollars, types of sea weed, birds of the shore, and so on. Care is

taken to develop the activity in such a way that a final presentation in the form of a play, songs, or dances, will be the logical outgrowth of the work.

The final presentation is made ready for Nature Day; costumes and scenery are made if necessary, if a play is to be given it is written and parts are learned, if a dance is to be given it is prepared and learned.

Other classes conduct other activities in nature-study and science. The High Sixth grade usually prefers to study the stars and the planetary system; a Fifth grade class studies trees and makes several short trips to gather specimen leaves and stems; another class is interested in the common insects.

When Nature Day comes the children bring their Garden Show entries before school in the morning and arrange them on the tables and benches provided for that purpose. The entries are judged and ribbons pinned on winners during the morning. Judging is done by a committee of women from the garden division of the local women's club. The regular school routine is followed during the morning.

The Pet Show is Fun

Pet Show entries are brought to school at the end of the lunch hour and taken to their assigned places on the school playground. Certain rules have been found necessary, all small pets must be in a secure box or cage, and all larger pets must be fastened to the proper place with a strong rope. Also each pet must be attended all the time by someone familiar with it.

Classes are not held in the afternoon. Parents and friends have been invited to come to school and they come by the hundreds. The Pet and Garden Shows are open for guests to visit until 2 o'clock. The Pet Show is judged by a committee of men from the local Kiwanis Club, and ribbons are presented to the owners of winning pets.

The "main event" comes at 2 o'clock when the class presentations are given. They are given in an improvised outdoor auditorium arranged in the school court, and take until about 3 o'clock. The final event of the day is a parade of the pets past the audience.

Modern Poetry in the High School

DOROTHY ROSE WHITFORD, *Shafter High School*

TOWARD the end of the first semester, our Sophomore English class was rapidly tiring of grammar, short stories, oral reports, and the usual routine. And then I had a happy idea! Why not try poetry—modern poetry—in our class?

We bravely launched forth on a Monday morning. I was careful to have the room as attractive as possible, with flowers and pictures. The final buzzer rang, and quiet casually, I picked up a copy of Edgar Guest's poems and began reading.

Ah! This was something different! Curiosity and surprise quickly changed to interest. How tickled they were that a poet should write about such common things as "Bread and Butter." "The Passing Throng" by Guest was their favorite, and reservations were made at the end of the period for using the book.

For the benefit of artistic Patricia and dreamy-eyed Marjorie, I had at hand a delightful peacock-covered book of poems which I had collected and illustrated while in college. Bits of beauty here and there—humor, satire, romance—and the class was captivated. This meant a great deal to me, for the class roll represents a varied group of high-strung, boisterous, peppy youngsters.

They had thought that poetry was a bunch of sissy lines that rhymed—"you know, where the two lines end up alike." But where could they find such modern poetry, and for that I had been waiting!

We searched the magazines, and we found that almost every type of bound material devotes a considerable amount of space to poetry. We discovered favorite authors "who put our common thoughts into a beautiful language," and soon we had a wealth of a collection. Our bulletin-board became a garden of poetry mounted on pastel colors. What surprisingly lovely bits of poetry we found in our homes and in the school library.

But don't think for a minute that everyone had such easy success. Everett thought poetry was "too weak, too soft," until together, we brought to light a beating chant of Lindsay's. Velma thought poetry "too wish-washy," until she stumbled upon some fragments of Henry Van Dyke in her own home.

Then, too, we found poetry in our text-books. In class, what a jolly time we had reciting Vachel Lindsay, with hearty boom—boom—booms. We danced along lightly through "Patterns," by Amy Lowell, and realized at the last that there was a serious meaning. We climbed "The Long Hill" with Sara Teasdale. The sturdier element of the class wished to be beaten into steel by Carl Sandburg. We trudged through the New England snows with Robert Frost.

But, to come back to earth, just what did we discover?

1. We are all separate individuals with individual personalities.
2. We miss much beauty within our daily reach.
3. Most of us like the rhyme in poetry, because we are so mechanically-minded; we do not let ourselves go enough to fully appreciate the loveliness of rhythm.
4. Much of the modern poetry does not concern itself with the depicting of beauty as it does with a conscious striving for reasoning and asking why!

As a climax to our study, we wrote original poetry—some good, some poor; some fair—but, at least, we were all striving to realize our possibilities. How close we came to understand one another—this was the best success of all!

* * *

California Association of Teachers of Deafened Adults is preparing a pamphlet listing the teachers of lip-reading of adults in California public schools. Miss Rosalie Loubens is secretary-treasurer. Her address is 2953 Benvenue Avenue, Berkeley.

* * *

Southern Council of the California Vocational Federation and the Southern Council of the California Industrial Education Association recently held a joint meeting in Pasadena. A constructive program held the attention of the delegates from 10:30 a. m. to 4 p. m. Franklin Lowney of the NRA organization delivered an excellent address upon "American Policy in the Light of Controlled Economy." Much business was transacted and definite plans formulated for active participation in the emergency which exists in education at the present time. The two councils were represented by over 40 members. Business was mostly conducted on the conference plan. Nearly all of those present participated in the discussions.—F. C. Weber, President, Los Angeles.

Project Development in an Indian School

ROBERT U. RICKLEFS, *Hoopa Public School, Hoopa Valley Indian Reservation*

THE merits of the "life situation" method of instruction in all its various forms remain unchallenged. In our particular setting we are blessed with the unique problem of presenting an activity program far removed from any exigency that the youngsters or their fathers or forefathers have been accustomed to within their narrow horizons in Humboldt County.

A bare four-score years ago the influence of the white man was entirely unfelt in the Valley. The natives lived in their hand-hewn timber-covered dugout hogans independent and untroubled, existing from day to day on the ever-abundant salmon, venison, and acorns.

Then came, in straggling sequence, the bearded prospectors to paw over their hunting grounds, the hardened miners to sluice dirty water into their crystal streams, other virile white men to plunder their villages and steal their squaws, and finally, a well-meaning but blundering government attempting to atone for previous wrongs.

To make the co-ordination of the enterprises which follow more understandable a word concerning our present administrative set-up is in order. There are two separate and distinct units functioning on the campus, viz: (1) the government school, including Grades 1-5 and the manual and domestic arts instructors with a faculty of civil service employees; and (2) the county-controlled school including Grades 6-9, with state-credentialed instructors.

The domestic arts teacher, Irene Parsons, conducts home economics classes for all the girls in Grades 4-9 during the morning hours and in the afternoons devotes her time to adult classes and field work.

The manual arts instructor, Leo F. Walker, teaches shopwork to all the boys in both schools from the fourth grade up and spends three afternoons a week visiting the Indian homes and aiding them in home-planning and building. In spite of the unusually fine spirit of co-operation between the two schools, there are certain undeniable disadvantages in such a dual system of control. The present outlook indicates that they will be combined into a single unit under county control in the comparatively near future.

PERHAPS the most noteworthy project that is being successfully undertaken is the erection of a model, four-room, full-dimension house

by the boys in the manual training classes under direction of Mr. Walker. The structure, which will be complete in every detail from elaborate built-in kitchen cabinets to a stone fireplace, is being built by student mechanics, from the first shovelful of dirt excavated for the foundation to the last swish of the paint brush.

This enterprise is in the form of a sequel to a modern three-room bungalow built last year



Top—Three-room home completed; constructed entirely by Fourth-Eighth Grade Indian boys.

Center—Fourth and Fifth Grade boys nailing siding on the student-built four-room home.

Bottom—Fourth and Fifth Graders erecting joists on the 1934 house.

by the same boys, which has become one of the show places of the valley and has been an inspiration for more than one new home on the reservation, replacing the ordinary decrepit, ill-kept shacks that blot the homesteads.

A few statistics taken from the work-schedule of that house show the remarkable application of the youngsters. The house was built in 96 class hours, averaging 13 boys to the class, none of the workers being past the Eighth Grade (the ninth year has been added only this term). The residence has double floors, siding on the exterior and wall-board on the interior, built-in kitchen sink and other extras. The total cost of materials, \$378, was borne by the family now living there. The 1934 edition, though larger, will have a cost of only \$308, due to more advantageous purchasing.

A highly interesting innovation in the dwelling under construction at the present time is a student-supervised, as well as student-built, chicken house. Mr. Walker appointed one of his best boys as "boss" of that particular job, delegated six helpers to his "gang," and has not cast an eye in their direction since; their achievement is the best proof of their ability and training.

Illustrations accompanying this article show the completed 1933 bungalow and the 1934 house under construction.

ANOTHER enterprise that has met with remarkable success has been the development of rug-weaving in the adult classes under the direction of Miss Parsons. Although the two looms have been in operation for only a few months well over a hundred floor coverings have been woven already of every material from gunny-sacks to silk stockings. The most adept Indian women can weave two to three 4 by 6 rugs in a single afternoon.

The looms used in this work were designed and made by Alvin Burns, 6th and 7th Grade teacher, and given to the domestic arts department. One is styled after the Colonial pattern using a top-beating device, and the other is fashioned after the Danish type where the under-slung beater is utilized. The former loom has the favor of the women as it enables them to sit at their work. Either can be built for a material cost of less than \$10, of which about half is for the comb and hardware.

Mr. Burns has just finished constructing a simple but effective spinning-wheel with which he hopes to demonstrate that it will not only be possible but plausible for the Indians to spin

their own yarn from home-pastured sheep, for use in the making of rugs, as do their cousins, the Navajos. This can be well correlated in the domestic arts work.

The most satisfactory classroom activity that has been carried out in the 6th and 7th Grades has been the making of several two-octave mirimbas as an aid to the study and appreciation of music. The note bars are made from clear redwood or cedar and are variegated in length to get the proper tones. Triangular sounding frames of 2 by 4 pine have proven to be the best resonators. Mr. Burns obtained his idea for this undertaking from Statis N. Coleman's book "Creative Music."

A Home-Made School Annual

The project that has met with the greatest response in the Eighth and Ninth Grades, among the several that have been worked out, is the development of a year-book by the Ninth English class, in direct association with the extra-classroom activity of taking and developing photographs. Our annual will differ from the commonly-accepted conception of that high school monstrosity in noteworthy ways.

Instead of expensive, machine-made bindings, the "Redskin" covers are all hand-art work; instead of commercial printing, a pupil-operated mimeograph turns out the pages; in place of cuts, the camera club furnishes enough prints of appropriate pictures to make a favorable showing; in place of the advertising burden and high per-copy selling price, our book will have no advertising and no selling price as the entire cost will be negligible.

The camera club was organized purely as a recreational activity, largely because we felt that quite often the spirit of the enterprise is sacrificed through the too-close connection with school work, but it refused to isolate itself as such and, virtually in spite of ourselves, has allied itself with class work—the bases and the acid solutions with chemistry, the light and sensitized paper with physics, and the picture-taking with art. The "dark room" has provided many entertaining and educationally worth-while hours.

Other enterprises worthy of mentioning are the construction of jumping-pits and standards on the school-grounds, the school-garden activities in a conveniently-located school house patio, and instruction in the one art in which the Hoopa Indians are unexcelled—basket-weaving. The latter is conducted in a weekly class, which all the girls have the privilege of attending, by

one of the finest weavers in the valley at government expense.

IT is in keeping with the unity of this article to conclude with a paragraph about the "Hoopa Night University." Early last fall, Leonard Radtke, chief forest ranger for the district and in charge of the temporary E. C. W. Indian camps, came and asked me if I would consider conducting an evening class in business English and arithmetic for those men in the camps who desired it. I answered that I would be happy to do so, but felt that it might be advisable to have a more varied curriculum.

The result was that I now occupy one chair, the academic, in a five-department "university." On Monday nights, Reverend Emil Schwab, reservation missionary, has a group in biblical history; Tuesday evenings I teach my two subjects for three-quarters of an hour each; Wednesdays, Mr. Walker instructs in carpentry and woodwork; Thursdays, Mr. Hogard, Government school principal, lectures on his hobby, "bee-keeping," his group adopting the slogan, "A beehive for every hogan in Hoopa"; and on Friday evenings Mr. Radtke holds forth with a class in silviculture. All the meetings have been well and regularly attended, and it is sincerely felt by all who are concerned with the winter's work that the undertaking has had real worth-while value.

* * *

Building Character Through Dramatization, a book of 400 pages, by Jessica Childs, is published by Row, Peterson and Company; a chronicle of more than 20 years of experience in giving creative self-expression in the public schools of Pittsburgh, Pennsylvania.

* * *

A Junior High School Camera Club

EDNA KOSTER LOSEY

McKinley Junior High School, Los Angeles

WHAT thrills a boy more than to be able to develop and print his own snapshots? What more worthy use of leisure time can be made than to create a good picture? What more interesting and worth-while profession could a boy choose than that of a pictorialist, or of a portrait or advertising photographer?

With these ideas held in mind, perhaps vaguely, a camera club was organized from members of our B9 science classes. Popular from the start two years ago, the interest has grown in our club until last semester a greater number of applicants were turned away than

could be admitted. As a result, several private clubs have sprung up in the neighborhood to care for these disappointed youngsters. These home clubs were organized by our own members; and one boy last summer was confronted with the problem of 211 applications for membership in his summer club!

To belong, the youngster must know something of the physics of light, which knowledge is gained in his general science class. He begins his work by making his own lensless camera. The pinhole camera is very simply constructed of cardboard, a hole made by a No. 10 needle in thin black paper or tinfoil substituting for the lens. Although a pinhole lens has disadvantages, it is a perfect anastigmat lens, and is always in focus.

How the Pictures are Made

Commercial ortho cut film is held in the back by snapshot corners or rubber-bands. The child uses a box or stool for a tripod. For ordinary pictures he exposes his film approximately 32 seconds, the exposure depending on the amount of light, size of the camera and size of pinhole. These films are developed in the blue-print room, which has been converted into a dark-room, with a suitable safelight installed. The prints are made in a darkened classroom.

The boys made several "light boxes" to be used with about a dozen printing-frames. The youngsters also made lamps of cardboard to hold the Wratten 5 by 7 safelights. We use M. Q. developing tubes, and mix our own "hypo" and stop bath. Although our equipment is meager, it is entirely satisfactory for junior high school work.

The club work took up a practical aspect last semester when the advanced members made reprints of the school organization snapshots. Every Christmas the projects are personal greeting cards.

The results of the club work are peculiarly gratifying, especially so in this part of the city where so few children have the opportunity for higher education. Since its organization every semester has brought at least one student to the realization that he wanted to take up photography as a life work. Many others have converted basements, back porches or sheds into dark-rooms. The skills and attitudes developed in doing this careful, accurate, creative work will always be a valuable asset to any child. But of most importance is the joy and happiness he will have gained in such a worthy use of his leisure time. This is a noble goal of life.

On to California

A three-act play written by Olive G. Siple, a teacher in the Jordan School, Gilroy, and presented by her class, a High Fifth Grade, as a Geography Project.

Act I—The Santa Fe Trail

Scenery: Covered Wagon Caravan against a background of desert and mountains.

Costumes: Old-fashioned, as of 1849.

The act opens with a group of pioneers, seated around their camp fire near Santa Fe, discussing the hardships of the trip so far and those still to be encountered before reaching California. More join them, a harmonica is produced, and such tunes as "Turkey in the Straw," "Little Brown Jug," and "She'll Be Coming Round the Mountain" are heard. Other groups come on during the music until the entire class is on the stage. The act closes with all singing "The Santa Fe Trail."

Act II—Spanish California

Scenery: A Spanish Hacienda.

Costumes: Spanish.

This act shows a Spanish family and their guests, who are preparing to leave after a successful rodeo. Before saying "Adios," they all join in singing "Carmela."

Act III—Days of Gold

Scenery: The Sierras, Great Valley and Coast Ranges.

Costumes: Miners clothes of '49 — old-fashioned for girls.

The last act finds a lone miner panning for gold. His "pardner" joins him; they speak of the growing scarcity of gold and the trend to the land. Quite a number of others come on with news of a new strike. To celebrate, the harmonica players give them "Red River Valley," "Home on the Range," and "O, California." The miners join in singing, whistling and clapping.

Curtain closes. The entire class assembles holding Bear Flags.

Curtain opens. Class sings "I Love You, California" as a closing song.

* * *

John C. Winston Company has issued a beautiful big new book written and illustrated by the Petershams; printed by offset lithograph, 8½ by 8½, illustrated in seven colors, entitled *The Story Book of Things We Use*, in four parts: Food, Clothes, Houses and Transportation.

The stories are simply written from a child's point-of-view. Every page has a big picture, half of them in black-and-gray and half in five colors.

Alcohol and Man

ALCOHOL, Its Effects on Man, by Haven Emerson, M. D., professor of public health practice in Columbia University, is a little book of 125 pages issued by D. Appleton-Century Company.

His summary of basic facts, upon which competent authorities agree, is worthy of careful study:

1. Alcohol is a narcotic which, by depressing the higher centers, removes inhibitions.
2. Outside of the nervous system and the digestive tract, alcohol used as a beverage has little demonstrable effect.
3. It is a food, utilizable as a source of energy and a sparer of protein, but it is such only to a very limited extent.
4. It is improbable that the quality of human stock has been at all injured or adversely modified by the long use of alcohol, although the effects on the individual are often devastating.
5. The therapeutic usefulness and value of alcohol are slight.
6. It may be a comfort and a psychological aid to the aged.
7. It does not increase, and it sometimes decreases, the body's resistance to infection.
8. By releasing inhibitions, it makes for social ease and pleasure, and herein lies one of its great dangers.
9. Its effects are best studied by changes of conduct.
10. It impairs reason, will, self-control, judgment, physical skill, and endurance.
11. It may produce situations from which crime and social lapses result.
12. It is a frequent destroyer of health, happiness, and mental stability.
13. Its use commonly lowers longevity and increases mortality.
14. It is used primarily for its psychological effect as a means of escape from unpleasant reality.
15. It constitutes an important community health problem.

* * *

Regional Plan Association, 400 Madison Avenue, New York City, has issued *The Rebuilding of Blighted Areas, a Study of the Neighborhood Unit in Replanning and Plot Assemblage*, by C. A. Perry of the Russell Sage Foundation.

This large, illustrated quarto is of interest to all who have to do with city planning.

* * *

Alta S. Ohrt, Tehama County Superintendent of Schools, reports the teachers of that county enrolled 100% in C. T. A. for 1934.

California's Schools Meet the Depression

Economies and Retrenchment in Public Schools in California, 1929-1933

DONALD GRAFFAM, *Citrus Union High School and Junior College, Azusa*

BY the beginning of the school year 1931-1932, it had become apparent that the depression was bound to confront our system of public education with a dilemma. It was easy to see that the schools were facing a situation involving increasing responsibilities and decreasing resources.

The stress and strain of the situation became still more painfully evident as the fiscal year drew to a close, and the question of the hour became, "How can those in charge of our schools meet this problem and at the same time protect the regular educational program from irreparable damage? How can the fundamental right of our children to an effective education be protected from encroachment arising out of a crisis for which they are in nowise responsible?" This and similar questions presented a real challenge to school administrators everywhere.

It was for the purpose of finding out how public school administrators of California were meeting this challenge that the writer chose to make a study of the causes, methods, extent and effect of educational retrenchment in the public schools of the state.¹ More specifically, the study, attempted to answer the following questions:

(1) In what ways has the economic depression of 1929 reached the public schools?

(2) What have been the underlying causes of retrenchment in the public schools?

(3) What has been the extent of retrenchment in 30 representative school systems in California from 1929 to 1933 as measured by trends of expenditures, unit costs, tax receipts and other important items?

(4) What specific economies and retrenchments have been made in these systems?

(5) How do salary trends in certain California public schools compare with salary trends in other public school systems in the United States?

(6) How do the methods of retrenchment followed in these systems compare with those followed in certain public school systems in other states?

(7) What types of retrenchment are most detrimental to the educational program?

Thirty school systems, comprising 10 city systems, 12 union high schools and 8 elementary districts, were selected as a random sampling of

the state and data were collected with respect to expenditures by function, unit costs, specific methods of economy and other items to show financial and educational trends during the four-year period from 1929-1930 to 1932-1933.

The study reveals that on the whole those entrusted with the care of the public schools have measured up in commendable fashion to the challenge referred to above. In answer to public demand for tax reduction, they have effected material reduction in school costs, total expenditures for 1932-1933 having been reduced about 16% below total expenditures for 1929-1930. At the same time they have been able to meet demands growing out of social conditions due to the depression that the schools assume broader responsibilities without allowing the educational program to be impaired.

Below are given some of the more important findings of the investigation which indicate answers to the questions raised above:

1. The depression has contributed directly to lessened financial support of the schools of the nation through growing tax delinquencies, bank failures, and a greatly reduced national income, and indirectly through the public demand for reduction of the tax burden, of which the support of schools constitutes a very noticeable part, due to peculiarities and inadequacies in the tax system, especially in California during the period in question.

2. So-called "public demand" in California has really emanated from two distinct sources: (1) the taxpaying group known as the owners of non-operative property or "local" taxpayers, who contributed 85% of the tax bill during the period covered by the study for the support of public education and whose property was taxed at an average rate of \$1.85 per \$100 of true valuation; (2) the taxpaying group known as owners of operative property such as the public utilities, who contributed 15% of the total tax bill for education and whose property was taxed by the state at an average of \$1.54 per \$100 of true valuation.

3. General public demand for curtailment of tax-supported agencies has been the primary cause behind school economy in California. The desire of school authorities to readjust school

1. Donald T. Graffam, **Economies and Retrenchment in Public Schools in California, 1929-1933**, Masters Thesis, University of Southern California, June, 1933. 220 p. Unpublished.

finance to depression levels has been an important secondary cause.

4. State-wide readjustment of education to the depression was begun in earnest in 1931-1932 as indicated by the fact that of 30 representative school systems, 26 or 86.7%, adopted special economy programs for that year; also by the fact that total expenditures were reduced 4.8% as compared with 1930-1931, which fiscal period witnessed the high water mark of the tide of steadily mounting school costs in California.

The fiscal year 1931-1932 may be taken as the end of the "expansive period" in public education following the World War and the beginning of the "retrenchment period" in public education following the depression of 1929.

5. Except in city systems, the administrative policies of effecting economy have not generally been based on scientific methods, with the result that a great deal of the retrenchment made in schools during 1931-1932 was haphazard.

6. Reasons explaining the two-year lag in readjusting education to the depression, indicated in Number 4, are: (1) the conservative character of financial control and support of the schools; (2) the persistence during the first two years of depression of simple American faith that prosperity was "just around the corner," and the corresponding absence of widespread "public demand" for economy; (3) the resistance by school authorities to doubtful methods of retrenchment.

7. In 30 representative school systems in California, it was found that during the four-year period from 1929-1930 to 1932-1933 average daily attendance has increased 8.8%. Increases also occurred in pupil-teacher ratio and pupil-classroom ratio to the extent of 5.8% and 3.2% respectively. The greatest increase with respect to these three items occurred in the union high school group, as follows: A. D. A., 17.1%; pupil-teacher ratio, 16.5%; pupil-classroom ratio, 24.8%. This finding is significant in that it indicates that the impact of retrenchment has fallen more heavily on secondary than on elementary schools.

8. Decreases were found to exist in the following items: (1) total expenditures (unabated), 15.7%; (2) total expenditures per unit of average daily attendance, 22.6%; (3) total outstanding bonded indebtedness, 8.3%; (4) unencumbered balances, 17.1%; (5) total district tax receipts, 38.1%, and (6) average reduction in school district tax rates was 20.5%. The effect of reductions in items 1, 3, 4, 5, and 6 has been to lighten the tax load of the school district taxpayer.

9. Aggregate expenditures in the 30 systems for 1929-1930 amounted to \$74,135,416 and

budget estimates for 1932-1933 totaled \$62,463,633—a net reduction of \$11,671,783 or 15.7%. Of this total reduction, capital outlays contributed \$8,737,869 or 74.9%, teachers salaries contributed \$1,868,491 or 16%, and all other functions of the budget contributed \$1,065,423 or 9.1%.

10. Of the nine functions into which total expenditures are divided on the legal form of school budget, capital outlays bore the brunt of severest retrenchment, being reduced 85% in the period 1929-1933, as shown by the figures for unit expenditures for this item in 30 systems.

The other functions follow in order of degree of curtailment: (1) maintenance, 25.4%; (2) general control, 20.7%; (3) auxiliary agencies, 20.4%; (4) fixed charges, 19.7%; (5) library, 17.1%; (6) teachers salaries, 12.1%; (7) other expenses of instruction, 9.1%; (8) operation, 1.8%.

11. It appears that the limits of practicable retrenchment have been reached in the following items: capital outlays, maintenance, fixed charges, and operation; furthermore that consideration of the educational program would render inadvisable much more curtailment under the items, other expenses of instruction and library. This leaves general control, teachers salaries, and auxiliary agencies to shoulder the main burden of additional curtailment of school budgets.

12. Total curtailment in these systems, as indicated by an educational retrenchment index constructed by the author, amounted to 24% during the period from 1929-1930 to 1932-1933.

13. Average reduction in 1932-1933 budgets as compared with 1931-1932 expenditures in 30 representative systems in California was 7%. The median percentage of curtailment of 1932-1933 budgets as compared with 1931-1932 budgets in 63 cities in the United States was 8.5%.

14. The number of specific methods of economy in use among 30 California systems during 1931-1932 was increased 63% in the following fiscal year.

15. Major items under which specific methods of retrenchment were applied by these systems in 1932-1933 were, in the order of frequency of employment, (1) teachers salaries, (2) janitors salaries, (3) capital outlays, (4) teaching load, (5) administrators salaries (6) educational program, (7) books and supplies, (8) teacher employment, (9) fuel, water, light (10) clerical salaries.

16. An evaluation of 10 leading types of retrenchment on the basis of the effect of each on the educational program in the opinion of school

administrators (as of July 1932) shows that curtailing capital outlays and curtailing teachers salaries had constituted the worst type of retrenchment employed or considered up to that time.

Increasing teacher load, limiting the program of day, evening and continuation schools, reducing teacher employment, postponing repairs, and curtailing the purchase of books and supplies ranked next in descending order of undesirability.

Reduction of janitors salaries and of the janitorial force was not considered detrimental to the educational program, while the curtailment of supervision and the use of an economy program to save fuel, light and supplies were considered beneficial to the educational program.

Ordinarily, the curtailment of supervision would not be thought of as being an educational benefit, but its rating of "beneficial" can be understood when it is explained that the depression offered a welcome opportunity for several administrators to remove frictional elements from top-heavy supervisory systems.

17. The impact of retrenchment in the schools of California and in the schools of other states has fallen most frequently on the classroom teachers by such methods as cutting their salaries, increasing their duties, reducing their employment, curtailing their allowances for sickness, and, in this state, requiring them to contribute heavily to the support of the unemployed, the unfortunate and the idle.

18. The two-year lag in readjustment of education to the depression indicates that retrenchment in public schools is quite likely to continue for another year or two even if business conditions improve noticeably. It has been pointed out that the main burden of all additional retrenchment will fall on all school employees in the form of further salary reduction, increased load, and reduced employment.

19. The effect of additional retrenchment on the average teacher can be none other than that of reducing his economic status, which is already too low to provide anything better than the minimum standard of living, and of rendering him less able to provide for professional improvement, thereby making him less fit to carry out the important task of training Americans for efficient citizenship.

* * *

Scott Foresman and Company have brought out a useful Extension Reading Workbook, (unit plan) for use with the Elson Basic Readers, Book IV. It comprises 90 exercises of varied types, to broaden and enrich the child's reading experiences. A small teacher's manual is also provided.

It Might Be Worsel

By A Progressive Teacher

AS school after school in the state receives the order to vacate buildings and move into tent structures on account of earthquake hazard, the first reaction of many a principal and teacher is one of dread, if not of consternation. What are we going to do? How can we manage to conduct school in those noisy drafty bare tents? How can we exist and carry on our work under such primitive conditions? As one of that number, I can testify that such were my feelings, at any rate.

But could it be that we are overlooking something? Is it possible that we are having forced upon us conditions which others have gone to great expense to secure, and which they consider ideal? These last reassuring thoughts insinuated themselves upon me when a faint stirring of memory recalled something in a book which I had first read about five years ago—at a time when I was striving to learn more and still more of that wonderful and inspiring movement, Progressive Education.

Read it, if you haven't already—Stanwood Cobb's fascinating exposition of the progressive school, *The New Leaven*. He says (page 31):

The Park School of Buffalo is an interesting type of the small unit school. It is made up of a series of bungalows, each designed to house two classes of approximately 25 children each. These bungalows are simply constructed, low and rambling, providing ample space for groups to carry on the varied experiences of their living. The large rooms are unplastered and free of all decoration, thus leaving scope for the children's own art expression. Huge windows to the south and east can be thrown open in warm weather, converting the bungalows into an open-air school.

So there you have it! Now is our chance, thrust upon us you will agree, to work for a time in surroundings which have proved themselves in the minds of a large and growing number of school men, to be ideal for all that is best in education. So let us make the most of it!

* * *

Excursion to Lilliput by Lewis Gibbs is a brilliant and original novel for adults in which are set forth the experiences of an English school boy throughout a single day. D. Appleton-Century Company.

* * *

Adventures with Books and Libraries is a very commendable work-book for learning how to enjoy books, how to study and how to use reference materials, by E. E. Lewis and Goldie D. Lesser. American Book Company.

Down at the Beach

MAY H. YOUNG, *Alameda*

AT a place the Indians called "rest," where the land is little higher than the waters of the Pacific and where the Southern California sun shines intensely in summer and mildly the other seasons through, is an alluring beach with plenty of room for visitors from the country round to spend the day, to fish, to bathe, swim, and dig for clams.

The quiet town of Hueneme is only a step away. When Old Sol is at his zenith this favored spot invites in the early morning the children and youth, to bring their lunches and sit on the sand, to rest, to have many a dip, to become real brownies. During the year it draws the children from their desks in the beehive of the school, each with paper-bag and knife, to the water's edge for nature-study.

This is a wonderful opportunity to be out by the broad Pacific. We come from school at half past three in the afternoon, spend an hour at the beach, with consent of parents, and get home at five. The pupils like nothing better than these activities, to run on the sand, an inviting track, to lift the head and chest at the touch of the breeze and breathe deep, to chase the tide and to be chased in attempts to obtain attractive specimens.

The Sand-Dollar Is a Favorite

The sand dollar is always here, its star in lace-like tracery making it a favorite. It is fragile, but it will carry in the paper-bag. And if one breaks it shows the two parts and more of the beautiful plan. Occasionally one is found alive with its fuzzy hairy covering, also rarely a track on the sand made by the slow-moving animal.

On later trips they get larger specimens, and sharp eyes find smaller ones, baby dollars much smaller than a dime, all of them chalk-white and having dainty flower-like design. This is a great game, this of gathering shells.

A few books on the teacher's desk help in the great game, and these are available to pupils use during the day, an old zoology with illustrations, a new zoology also illustrated, a shell book or two, "Seashore Animals of the Pacific Coast" by Johnson and Snook, geographies, nature-study readers, nature magazines, nature

articles. The big boys are allowed, with parents consent, to roll up their pants and wade out in deeper water, much to their delight. They go under the wharf built for lumber-boats, and get fine specimens of starfish from the piers by prying them off with strong knives.

Mussels and Barnacles

The piers are rich in dwelling places of sea animals. When the tide is out we go under the wharf back and forth on the sand getting many living animals. Mussels by the hundreds and the thousand live on these piers. They are food for the starfish. Little mussels and big, old and young, cling to the wooden piers. Groups of them are washed ashore, clinging together by the self-manufactured threads. Long empty mussel-shells lie on the sand open showing the beautiful color inside. A little investigating reveals the nature of the hinge at the back of the two valves.

BARNACLES are everywhere, the goose barnacle with long neck fastened securely at one end to the pier, the loose end gathering food as it brushes the water, an interesting process. Acorn barnacles find free rent and easy transportation on any shell whatever. Even the dainty sand-dollar must carry them. The piers are heavy with them, these barnacles, too, opening up for food and closing over the sieve-like food catcher after the haul.

Starfish is a choice find, the orange color, especially, making a very attractive specimen. Large ones are sometimes hauled up by the fishermen on the long wharf, a rare one occasionally. Teachers and pupils may walk down the long wharf and look below at the dwellers on the piers. But this is not fishing day for the pupils nor swimming day, the latter sport and wading far out being dangerous at times because of the strong undertow. Strong tides bring

abundant supplies of seaweed. After the kelp has lain on the beach for a time quantities of sand fleas appear. Sand hoppers hobble on the wet surface but quickly go into the sand too far to get by hand. The chiton of many plates is found on the piers and the limpet with its funnel shape. One little girl discovered a small hydroid, and held the mushy bit in her hand, having picked it off a pier. Shells were found with smooth holes bored in them by some strong-toothed neighbor. A bubble in the sand indicated the rubber-neck

(Please turn to Page 64)



Many of the early Missions in California were situated near the ocean.



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Teacher and Public

MIRIAM D. EISNER, *San Francisco*

APPEARING at a time when the matter of public relations is engaging the close attention of educators all over the nation, *Teacher and Public*, a Handbook of Interpretation for Teachers, will undoubtedly prove of great practical value to the many groups now confronted with the urgent necessity of keeping the public informed about the schools.

Just off the press and introduced at the Cleveland convention of the Department of Superintendence, *Teacher and Public* is the Eighth Yearbook of the Department of Classroom Teachers of the National Education Association. It is the joint work of five classroom teachers chosen from widely separated areas of the United States and is intended to present the composite opinion of the nation's classroom teachers on such vital topics as what the modern teacher should be expected to know, be and do.

It takes up in a simple and straightforward manner just what to tell the public about the modern school; it suggests methods and agencies that can be utilized in school publicity; it shows how the press, the radio, the pupils, and both professional and lay organizations can properly be used as means of interpreting the schools to the public and of making the schools serve their patrons to the best advantage. Concrete illustrative material telling where, when and how such publicity has been used is included.

Representing the West on the committee which produced the yearbook is Mrs. Viola S. Kelley, social science teacher and debating coach in James Lick junior high school in San Francisco. Mrs. Kelley, who is responsible for two of the ten chapters, is well known in educational circles, having served as president of San Francisco Classroom Teachers Association, member of Bay Section Council of California Teachers Association, State Teachers College Alumni Association and other organizations.

She has been active in legislative work for a number of years, serving on the committee that drew up the original drafts of the Sabbatical Leave Bill, and is at present a member of the legislative committee of the Bay Section Classroom Department. She has had extensive experience in speaking and writing as publicity representative of the successful salary campaign of 1925 and 1928; editor of San Francisco Teach-



Mrs. Viola S. Kelley who represented the West on the Committee which produced the new Yearbook

ers Bulletin for four years; associate editor of N. E. A. Classroom Bulletin for two years; in charge of the Publications Conference at the Columbus meeting of the N. E. A.; also speaking on various programs at Institute and before other groups. She is active in several civic organizations.

Other members of the yearbook committee are Daisy Lord of Waterbury, Connecticut; Mary Barnette of Cincinnati, Ohio; Emily Tarbell of Syracuse, New York; and Frederic Houk Law of New York City. Ivan A. Booker of the National Education Association's Research Bu-

reau acted as expert in checking facts and figures involving statistics.

* * *

Mental Hygiene of the School Child

IN the past, mental hygiene textbooks, in general, have been concerned with questions relating to abnormal psychology and psychiatry. The traditional practice has been to place more emphasis on how to correct poor mental adjustments or how to cure mental disorders, than on how to prevent bad mental habits from being formed.

Positive mental hygiene, mental hygiene concerned with the average school child, with the prevention of the formation of bad mental habits; mental hygiene with its emphasis on understanding the motives underlying conduct and its attempt to effect adjustment to the factors in the situation, is displacing older ideas of discipline. Educators have been turning to mental hygiene as a means of correcting the overspecialization in subject matter that has grown up with the departmentalized school.

Dr. Symonds* first became impressed with this new viewpoint as chairman of the Subcommittee on Mental Hygiene in Schools, White House Conference on Child Health and Protection. He has written this book (published by the Macmillan Company) to fill the need for a practical, non-technical discussion for teachers of the principles of mental hygiene as they apply to the average school child.

Since these principles, to be really effective, must be practiced early in childhood, they should

*Percival M. Symonds, Associate Professor of Education, Teachers College, Columbia University.
(Please turn to Page 64)

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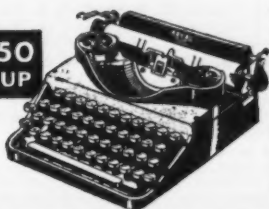
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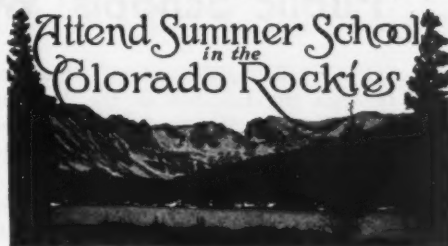
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Public Schools Week Radio Programs

A CONCENTRATED mass broadcast, through the facilities of the National Broadcasting Company on the general subject of Education, has been arranged by practically all organizations and institutions of learning having time-allotments through the educational and agricultural departments of NBC.

The University of California is devoting all its educational and agricultural programs to the subject throughout California Public Schools Week. Other groups co-operating include various sections of the California State Department of Education, California Teachers Association, Stanford University, the Commonwealth Club, the California Congress of Parents and Teachers, the California State Chamber of Commerce, the California Federation of Women's Clubs, the California State Automobile Club and the Agricultural Department, NBC. The San Francisco Call-Bulletin will provide five minutes of its daily Press Relations Bureau.

The following is a tentative list of programs offered with the understanding that times and speakers are subject to change, as the alterations in schedules necessitated by Daylight Saving in the East may render such changes unavoidable.

Saturday, April 14, 2:30-12:45 p. m.—Western Agriculture: The Growing Demand for Practical Education in the Secondary Schools. Dr. Walter F. Hepner, State Department of Education. **KGO Network.**

Saturday, April 21, 7-7:15 p. m.—Education at the Crossroads. California State Department of Education presents Charles Albert Adams: "Public Schools Week." **KPO.**

Sunday, April 22, 4-4:30 p. m.—Community Forum. San Francisco Community Forum presents a group of prominent speakers. **KPO.**

Monday, April 23, 9:30-9:45 a. m. Call-Bulletin. Public Schools Week News, and Bay District School Broadcast.

11:15-11:45 a. m.—California Federation of Women's Clubs. (a) Broadcasting News for the School Child, Luther Meyers, Call-Bulletin. (b) David Martin, Superintendent of Schools, Alameda County. **KPO.**

3:45-4 p. m.—University of California: "Education for the Future: Education for the American Home." Dr. Ethel P. Andrus, Principal, Lincoln High School, Los Angeles. **KPO-KECA-KFSD.**

6:30-6:45 p. m.—California State Automobile Association. Speaker: Miss Mary Mooney, Director of Libraries, San Francisco Public Schools. Music by State Carollers of the San Francisco State Teachers College, directed by Mary Weaver McCauley. **KPO.**

7:45-8 p. m.—Stanford University Hour: "Shakespeare's Birthday." Dr. Hardin Craig, Professor of English and Chairman of the School of Letters. **KPO.**

Tuesday, April 24, 9:30-9:45 a. m.—Call-Bulletin: Public Schools Week, and Bay District School Broadcast of International News. **KPO.**

12:15-12:30 p. m.—University of California College of Agriculture. T. F. Taneanetti, Assistant Dean. **KGO, KFI, KFSD.**

3:45-4 p. m.—University of California: Education for the Future: The Need of Education in Art. Louise Sooy, U. C. L. A. **KPO-KECA-KFSD.**

7:30-7:45 p. m.—The March of Progress: California State Chamber of Commerce. Speaker: Will C. Wood. **KPO.**

Wednesday, April 25, 9:30-9:45 a. m. Call-Bulletin: Public Schools Week, and Bay District School Broadcast of International News. **KPO.**

3:45-4 p. m.—University of California. Education for the Future: Music in the Art of Living. Willard E. Givens, Superintendent of Oakland Schools, and President, California State Teachers Association. **KPO-KECA-KFSD.**

Thursday, April 26, 9:30-9:45 a. m. Call-Bulletin: Public Schools Week, and Bay District School Broadcast of International News. **KPO.**

12:15-12:30 p. m.—University of California, College of Agriculture. E. C. Voorhies, Professor of Agricultural Economics.

3:45-4 p. m.—University of California: Education for the Future: Industrial Arts in Life Activities. Benjamin F. Pearson, Manager of Industrial Relations Department, Southern California Edison Company, Los Angeles. **KPO-KECA-KFSD.**

Friday, April 27, 9:30-9:45 a. m.—Call-Bulletin: Public Schools Week News, and Bay District School Broadcast of International News. **KPO.**

12-12:15 p. m.—California State Department of Agriculture. **KPO.**

12:30-1:45 p. m.—Commonwealth Club Lunch. Speaker: Dr. Edwin A. Lee, Superintendent, San Francisco Public Schools.

3:45-4 p. m.—University of California: Education for the Future: Recreation and Good Citizenship. Charles Davis, Supervisor of Recreations, Berkeley Public Schools. **KPO-KECA-KFSD.**

5-5:15 p. m.—California Congress of Parents and Teachers Mindways. Dr. Virgil E. Dickson. **KGO-KOMO-KGIR-KGHL.**

Saturday, April 28, 9:30-9:45 a. m.—Call-Bulletin: Public Schools Week News, and Bay District School Broadcast of International News. **KPO.**

7-7:15 p. m.—Education at the Crossroads: California State Department of Education. "What the Schools Mean to Me," by selected students from San Francisco High Schools. **KPO.**

Saturday, May 5, 12:15-1 p. m.—Western Agriculture: (Agricultural Department, NBC) Future Farmers of America. Vocational Agricultural Education. Julian A. McPhee, State Department of Education, two other speakers and a vocational student group. **KPO.**

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One Year's Work

THE Joint Commission on the Emergency in Education was appointed by the National Education Association and the Department of Superintendence in February, 1933, to inquire into the difficulties, financial and otherwise, which the schools were encountering, and to take action aimed to end these difficulties.

Members of the Commission

JOHN K. NORTON, New York City, Chairman
J. B. EDMONSON, Ann Arbor
SIDNEY B. HALL, Richmond
MRS. F. BLANCHE PREBLE, Chicago
A. L. THRELKELD, Denver
HERBERT S. WEET, Rochester
DAVID E. WEGLEIN, Baltimore

The principal items of the Commission's program during the past twelve months are briefly presented here.

Collection of Facts Concerning Effect of Depression

Comprehensive and current figures concerning closed schools, shortened terms, sub-code teachers, and wrecking of school programs, have been continuously collected and widely disseminated by a variety of means.

The American people have been brought to a recognition of the gravity of the present educational crisis.

Defense of Universal Educational Opportunity

The principle of equal educational opportunity for all has been vigorously and continuously supported. Those who would use the depression to make education the privilege of the few have been sharply challenged.

There are many signs that the rank and file of the people are rallying to the defense of the principle of free public education.

National Board of Consultants

An ex-officio national board of consultants, consisting of the officers of educational organizations and school systems, has been appointed to assist the Joint Commission in developing and carrying out its program. Contact has been maintained through a series of bi-monthly newsletters. The Commission has thus created an

effective working group with a minimum of additional organization.

Regional Conferences on the Emergency

Regional conferences attended by members of the national board of consultants have been held in Kansas City, Chicago, Cincinnati, Atlanta, Detroit, Hartford, Birmingham, and Washington. These conferences have offered a practical means of developing and putting into action measures to meet the crisis in education.

Charter of Educational Finance

A national conference was organized in the summer of 1933 to draft the essentials of a sound program for the financing of public education. The *Report of the National Conference on the Financing of Education* is already exercising an important influence in the solution of urgent financial problems now facing the schools. This *Report* has been widely used.

Nation-wide Radio Broadcasts

A series of 25 nation-wide radio broadcasts, placed at strategic hours, was organized to permit prominent citizens to discuss the question of fundamental educational policy growing out of the educational crisis. Copies of these addresses were distributed by the thousands in response to a nation-wide demand.

Magazines of National Circulation

A special investigation has been made of the attitude of lay magazines toward the schools, as revealed by their articles and editorials. This study reveals that most of these magazines have a constructive viewpoint toward education. An increasing number of excellent articles have recently appeared. The Joint Commission has outlined a program for closer co-operation between lay magazines and educators.

Helping Citizens to Know Their Schools

The Commission sponsored the preparation of Chapter IX of the current Yearbook of the Department of Superintendence entitled, *Helping Citizens to Know Their Schools*, for the use of superintendents, principals, and teachers in better interpreting the schools to the public. Exhibits of publicity and other materials of particular value in the current educational crisis were organized at the winter and summer meetings of the National Education Association. The Commission co-operated in the development of the theme and program for American Education Week, 1933.

Survey of Critics and Friends

A continuing survey is under way to determine the agencies and organizations which are friendly and which are hostile to public education and to discover the means whereby their

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attitudes toward education are expressed. This study has been useful in indicating the origin and character of the current attitudes towards the schools.

Federal Emergency Aid

The Joint Commission has actively co-operated with the Legislative Commission of the National Education Association and with other national agencies in the development of the six-point program of federal emergency aid for education which the National Committee for Federal Aid for Education is now presenting to the 73rd Congress and the Administration in Washington.

Social Trends and Educational Progress

By special arrangement with the publishers, a one-volume edition of *Recent Social Trends* for the special use of teachers was printed. This unique description of contemporary American life has been sold at a price less than one-half the original cost. Fundamental educational recovery is best advanced by a teaching profession broadly intelligent with respect to the role of education in meeting the problems of a changing society.

Appraisal of the Public School Program

A publication entitled *Evaluating the Public Schools* has been prepared for use in the organization and conduct of citizen's conferences for the constructive appraisal of educational purposes and procedures in the light of changing conditions. Twenty thousand copies of this publication are now being distributed.

Charting the Course of Educational Reconstruction

Many of the current problems of the schools have their roots in conditions which existed before the onset of the depression. Educational recovery involves the improvement of these conditions. The Joint Commission is now analyzing and defining the issues basic to educational reconstruction.

The recommendations which national deliberative committees and other agencies have recently made looking toward the improvement of the schools are being systematically studied. The Joint Commission will shortly recommend to the executive committees of the Department of Superintendence and of the National Education Association the outlines of a comprehensive plan for educational recovery and for the development of a school program appropriate to the demands of the new day.

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Touring England

BEATRICE B. ROBERTS, *Kindergarten Teacher*
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ENGLAND! No words can better serve as introduction than those of Heine, the famous poet, "I have seen the greatest wonder which the world can show to the astonished spirit. I have seen it, and am more astonished than ever—and still there remains in my memory that stone forest of houses, amid them the rushing stream of faces, of living human faces!"

Although the metropolis is so vast that it would take the best part of a lifetime to traverse its 10,000 streets and another lifetime to know intimately every part of the suburbs, the features of interest appealing especially to sightseers are confined, with few exceptions, to a central area.

"The way to see London," said W. E. Gladstone in an oft-quoted remark to some American tourists, "is from the top of a bus—the top of a bus, gentlemen."

Traffic in England is just the opposite from that in America. I experienced a peculiar feeling, while riding along on top of a bus or in a typically English taxi. It was very confusing, when crossing the streets or approaching intersections.

To get to Wimbledon we rode in the famous London subway. One hears so much of Wimbledon—the home of tennis champions of long ago and today. The International lawn tennis championships were being played—an occasion I will never forget, since the opportunity was at hand to wander from one court to another watching such well-known players as Vines, Cochet, Crawford, Itoh, Perry, Austin, Borotra, Helen Wills Moody, Betty Nuttall, Dorothy Rounds, and many others. I received another thrill in realizing many of these players were even from my own state.

Our trip to the Tower of London was made most interesting by our guide, who is termed the "beefeater" or Warden of the Tower. The picturesque uniform he wears had remained unchanged since the organization of the corps in the reign of Edward IV. As he took us through he related many incidents that had happened in that certain room or tower.

The fortress, including the moat now drained and used as a drill and playground, occupies an irregular pentagon of about 18 acres. Tradition has it that a fortress stood here in Roman times. In 1078 William the Conqueror built the great central White Tower for the purpose of pro-

tecting and overawing the city. During Edward III reign it was called "La Tour Blanche" because it was at that time whitewashed. It has served three purposes, as a fortress, a palace and a prison. The most interesting feature within the Tower is the windlass for raising and lowering the portcullis. Old and rusty as it is, one can still see how it was used in olden times for protection.

Climbing up into the Bell Tower, where Princess Elizabeth was imprisoned, we strolled onto the Prisoners Walk, where she took her exercise. It gave me a queer feeling when I realized I was walking the same ground she tread many years ago.

Further along overlooking the rivers is St. Thomas Tower with the wide archway of the Traitors Gate beneath it. It was this gloomy water passage that state prisoners entered the Tower. Some of the most notable were Sir Thomas More, Anne Boleyn, Lady Jane Grey, and the Duke of Monmouth.

In the Bloody Tower, Sir Walter Raleigh spent the first years of his second imprisonment which lasted 12 years. In the chamber we saw where walls bore carvings made by prisoners. Some were quite elaborate masterpieces of art. Ascending to the small drab room of the little princes on the second floor, a wave of sadness came over me, since I had often read of the tragedy, and was now actually standing in the room where it was reputed their murder occurred.

From here we passed out onto the Prisoners Walk, where we pictured that grand and brave man—Sir Walter Raleigh acknowledging the cheers that reached him from many of his faithful sailors, who never failed to send him salutations as their vessels sailed by. As we passed through dark corridors and down drab hallways to the musty dungeons below I pictured weird figures flitting along. How cold and lifeless these places must have been with only torches to see by.

ONE cannot leave England without hearing or seeing the gigantic time-keeper "Big Ben." I was, indeed, impressed by its huge dimensions. The clock has four dials, each 22½ feet in diameter, the minute hands 14 feet long, the hour hands 9 feet, the figures are 2 feet long and the minute spaces 1 foot square. It is one of the finest in the world and so named in compliment to Sir Benjamin Hall, First Commissioner of Works, at the time the bell was cast. It weighs 13½ tons. Wireless broadcast has made its notes familiar throughout the land. The quarters are struck on four smaller bells.

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At Westminster Abbey a coincidence, which gives one the impression, "this is a small world," happened. While wandering through we met some United States Coast Guard Cadets. As they are from the same academy as my brother, I recognized their uniforms. After an introduction I chatted some minutes with them, talking of "the states," which made me realize that home was quite far away.

One day while touring London, we chanced upon the celebrated Old Cheshire Cheese, always associated with Johnson and Goldsmith, and I believe Dickens and Thackeray spent much of their time here, too. American visitors in particular like to find their way to this quaint old hostelry—still with the pristine simplicity of wooden benches and sanded floor—to try its noted beefsteak puddings. We, too, ordered this dish, which was most delicious, as we were told that these famous men partook of the same food years ago.

WINDSOR CASTLE, enshrouded by massive and overpowering walls, is famous the world over as the residence of the British Sovereign. It was founded by William the Conqueror and has been extended and altered by nearly every succeeding monarch. The Castle is nearly a mile in circumference.

One can gain an extensive view of the Thames Valley by ascending the Round Tower. Another interesting Tower, called Curfew Tower, contains a famous clock, made by a blacksmith's son, who was about 16 years of age. Though crudely made, the clock has never stopped, but no one knows the method of its construction, as the boy died quite suddenly, taking the secret of the grave.

Eton is immediately opposite Windsor. The famous college, founded in 1440 by Henry VI, included among its pupils, past and present, many of the greatest names in English history.

While visiting with some relatives, I had the opportunity of staying in a thatched house of Elizabethan style. It was not only noted for that, but for its age, which was 400 years old. Even to this day, its beams are as strong as they were originally.

One of the picturesque and attractive places was Canterbury. Narrow streets and quaint little shops held one's attention. The famous Canterbury Cathedral was a sight one would always remember.

Space does not permit the description of other various places of interest as Buckingham Palace, where the King's Guard gives a splendid procession every day the King and Queen are in residence; the magnificent House of Parliament; Madame Tausaud's famous wax works; St. Paul's Cathedral with its ever-talked of Whispering Gallery; Hampton Court built by Cardinal Wolsey and later presented to Henry VIII; the ruins of the Bodiam Castle built in 1386; also the ruins of the Norman fortress; the old Mint House where smugglers had their hide-out, and other places rich in the tradition of centuries.

AFTER seven weeks of glorious travel through the beautiful country of "this tight little isle," I left for good old U. S. A. from Southampton. The enjoyment of my trip was equally divided between visiting these various places and the pleasure of staying with my relatives who are situated in many parts of England.

I stayed in New York long enough to visit the Statue of Liberty, Empire State Building and other points of which our nation's metropolis is famous, then a few days at Chicago to see the never-forgotten World's Fair before coming home for a good needed rest after such a glorious trip.

* * *

The Hawaii Education Association, comprising the school people of the Hawaiian Islands, has employed a full-time secretary, Mr. Ernest B. de Silva, former principal Honomu School. President of the Association is Myrtle H. Holtberg, of Honolulu.

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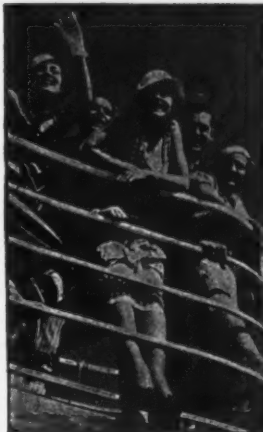
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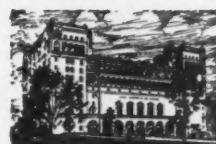
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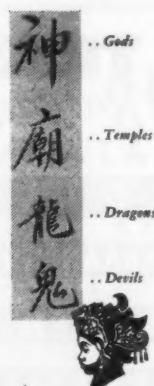
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in each of the eight divisions listed below will
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In Memoriam

Miss Carobel Murphey, vice-principal, Thomas
A. Edison High School, Los Angeles.

Mrs. Grace Ferrell, instruction supervisor Im-
perial County since 1931. In 1933 she was secre-
tary of California Rural Supervisors Association,
Southern Section; for many years Mrs. Ferrell
was member of the County Board of Education
and principal of Hoffman Elementary School,
Calexico.

Mrs. Margaret Walker Bickley, whose article
"Just Stones" appeared in the March issue of
Sierra Educational News. She had been a first
grade teacher at La Mesa, San Diego County,
for the last four years. Her personality was
charming and gracious and she had a rare under-
standing of little children.

Mrs. Gertrude Swain Freeman, age 96, pioneer
teacher in Sacramento and Yolo Counties; for
many decades a civic leader in Woodland. She
gave that city its name 76 years ago. The
passing of Mrs. Freeman took from that com-
munity one of its oldest and best known citizens,
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Index to Advertisers

	Page
Alaska Steamship Company	10
American Seantic Line	59
Australian National Travel Association.....	59
Bank of America	3rd cover
Blankenhorn Travel Service	11
California Credit Unions	55
Capwell Travel Bureau, H. C.	12
Cook & Son, Thos.	58
Davis Travel Bureau, Jehiel	59
Dollar Steamship Line	62
Franklin Institute	51
General Steamship Company	61
Ginn & Company	49
Grace Line	11
Great Northern Railway	9
Great White Fleet	12
Gregg Publishing Company	53
Holiday Tours	9
Hollywood Scenario School	53
Hotel Biltmore	60
Hotel Palace	60
Hotel Whitcomb	61
Hotel Willard	61
Hummel, Wm. F.	59
International Mercantile Marine.....	5
Italian Line	61
Kane, Ellsworth P.	61
Lachelt Travel Service	57 and 61
Lehman Steamship Company.....	13
Los Angeles Steamship Company.....	10
Macmillan Company	63
Matson Navigation Company	57
Mason, F. P.	53
Miele Travel Service, Henry	9
Missouri Pacific Lines	12
National Association of Chewing Gum Manufacturers	37
N. Y. K. Line	13
Northern Pacific Railway	60
Oceanic Line	57
Open Road, Inc.	13
Panama Pacific Line	5
Position Wanted	54
Raymond-Whitcomb Tours	61
Robertson Travel Bureau, D. F.	59
Royal Typewriter Company	51
Sadlier, Wm. H., Inc.	52
Santa Fe Railway	2nd cover
South Seas Club	9
Southern California Tourist Bureau.....	61
Southern Pacific Company	4th cover
States Steamship Company	13
Swope Summer School, Caroline.....	51
United Fruit Company	12
University of Colorado	51
Whiting-Mead Company	53

Down at the Beach

(Continued from Page 48)

clam getting air in its long siphon. We take our specimens to the school house, sort them, and place some in the school cabinet. A few animals are preserved in wood alcohol and labeled. We use our books of illustrations and descriptions in sorting and labeling. The starfish and sand dollar are good for the drawing-class. The large mussel-shells may be used at home as pin-trays. Thus we bring a breath of the wonderful beach into the busy school and perhaps into the homes.

Coming Events

April 23-29—California Public Schools Week.

April 28-May 5—National Youth Week.

May 1—National Child Health Day; tenth anniversary.

May 1-4—California Congress of Parents and Teachers; annual convention; Sacramento.

May 4, 5—California Educational Research Association (Northern Section) 13th annual conference; San Jose State Teachers College.

May 13-19—National Congress of Parents and Teachers; 38th national convention; Des Moines.

May 18—International Goodwill Day.

June 27-28—University of Chicago Conference on Business Education; at University of Chicago School of Business.

June 30-July 6—National Education Association; Washington, D. C.

Mental Hygiene of School Child

(Continued from Page 50)

be familiar to parents as well as to teachers. The book has, therefore, a wider appeal than the usual book on mental hygiene or the usual book for teachers. Anyone at all interested in children will find it absorbing.

The book is replete with concrete examples. It is at all times direct and specific. This, together with the use of bold face type and italics, and the 14-page index at the end of the book make it decidedly practical for use as a handbook. The problems and exercises following each chapter and the bibliography at the end of the book add further to its usefulness.

• • •

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San Bernardino County: Colton—Garfield, Grant, Roosevelt.

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Mexico is our closest really foreign country. Via Southern Pacific's *West Coast Route*, Mexico City is only three days from Los Angeles. Modern Pullmans run from Los Angeles clear through to Mexico City.

You can see a lot of Mexico in two weeks, but once you go you'll want to go back again and again to see the places you missed.

IS IT SAFE?

Is Chicago safe? Is New York safe? The Mexicans don't think so. For in Mexican cities, unarmed men carry big bags of money around and no one dreams of molesting them.

If you go to Mexico as a friend, you will be treated as a friend. If you go with a chip on your shoulder, someone may knock it off. That is true of any country.

HOW IS THE WEATHER?

You can find almost any kind of climate you wish in Mexico. Mexico City has the highest average of sunshine in the world, but the sunshine is tempered by the altitude (7,440 feet above the sea). Its climate is delightful all year round, and so is that of Guadalajara (5,000 feet high). Residents of these cities prefer the summer season because the daily rain of one or two hours brings out a gorgeous array of flowers. There is no rain in winter.

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In many of the smaller places, hotel accommodations are primitive. But you'll have no difficulty in Mazatlan, Guadalajara, Mexico City, and most of the other large cities.

WHAT WILL IT COST?

First, consider the rate of exchange. \$100 in American money swells to more than 350 Mexican pesos, and a peso looks just as big in Mexico as a dollar does here. The rail roundtrip fare from most California points to Mexico City will be only \$86, starting May 15. Pullman charges have been greatly reduced.

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An average tourist made his first trip to Mexico this winter and wrote an account of it, telling what he saw, what he did and how he spent his money. We had it printed just as he wrote it—honestly and frankly. If you would like a copy, write F. S. McGINNIS, Dept. SEN-4, 65 Market St., San Francisco. Ask for booklet entitled, "I've Been to Mexico."



Southern Pacific

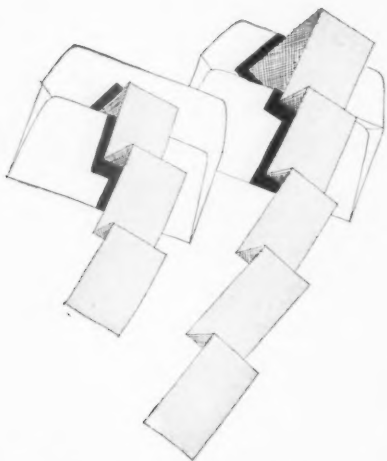
CALIFORNIA TEACHERS ASSOCIATION

SIERRA EDUCATIONAL NEWS

MAY 1934

35,500 COPIES

Which ticket TO THE EAST would you buy?



HERE are two summer roundtrip tickets to Chicago. Both cost the same. One takes you there and back on the same route. The other takes you there on our Sunset Limited via Los Angeles, the Old South and New Orleans and brings you back across the continent on our Overland Limited, over the route of the Forty-niners. The first ticket shows you one narrow strip of the United States. The second shows you an entirely different part of the country each way. Both tickets cost the same (from most California points). Which ticket would you buy?



This little map shows the routes of our four leading trains. As you can readily see, they approach the East through four entirely different scenic regions. By going East on one of these trains and returning on another you make a roundtrip that is really *round*. Yet the rail fare is not 1¢ more, in most cases, than for a trip straight there and back.

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Club cars, lounge cars, dining cars, room cars (compartments, drawing rooms) and observation cars will be *air-conditioned* on our Sunset Limited, Golden State Limited, Overland Limited and Cascade this summer.

All our dining cars serve delicious "Meals Select"—complete luncheons and dinners beginning at 80¢, breakfasts at 50¢.

SUMMER FARES — MAY 15

Summer roundtrip fares to all eastern cities, lower than last year, will be in effect from May 15 to October 15, return limit October 31. For example, \$86 roundtrip from most California points to Chicago, good in standard Pullmans; \$68.80 good in tourist Pullmans; \$57.35 good in coaches and reclining chair cars. Pullman charges have been greatly reduced. A standard Pullman lower berth from California to Chicago costs only \$15.75, compared with \$23.63 last year. A tourist lower berth costs only \$8.50.

Low summer roundtrip fares to Mexico also begin May 15. For example, \$86 roundtrip from most California points to Mexico City, via our West Coast Route. Through Pullman service from Los Angeles. Circle tour—Mexico, Havana, New York, World's Fair—\$261.10.

The Chicago World's Fair opens May 26.

MAIL THE COUPON

F. S. McGINNIS, Dept. SEN-5, 65 Market Street, San Francisco. Send me information on a trip to

_____ I plan to leave about _____

and will have _____ persons in my party.

Name _____

Address _____ City _____

Southern Pacific

SIERRA EDUCATIONAL NEWS

Official Publication of California Teachers Association

155 Sansome Street, San Francisco

Willard E. Givens.....President

Roy W. Cloud.....State Executive Secretary

Vaughan MacCaughey, Editor

Volume 30



MAY 1934

Number 5

	Page		Page
Grand Canyon of the Colorado— Cover Illustration <i>Courtesy Santa Fe Lines</i>		Pupils Grades	36
Travel Section	2	<i>M. W. de Laubenfels</i>	
California—Through Dixie to Washington..	2	High School Speech Contest	37
<i>Roy W. Cloud</i>		<i>Katharine Thomas and Henry Batchelder</i>	
I'm a Teacher but Don't Let Anybody Know..	6	C. T. A. Directory	38
<i>Frances E. Baumert</i>		World Affairs Seminar.....	39
Vernal Fall, Yosemite National Park.....	14	<i>Renette Butler</i>	
<i>Frontispiece</i>		Planning Educational Legislation.....	41
Federal Aid for Education.....	15	<i>John K. Norton</i>	
Teacher Tenure—The President's Page.....	16	A Thrift Sketch.....	44
<i>Willard E. Givens</i>		<i>Loretta Persow Tessler</i>	
California Council of Education. Report of C. T. A. Annual Meeting.....	17-28, 50	Teacher Citizen Co-operation	46
State Executive Secretary. Report.....	18	<i>Jessie Gray</i>	
President's Address	20	California Summer Schools.....	48-51
Re-organization, State Department of Education	21	One Per Cent of One Month's Salary.....	51
President Frank T. McGinnis. Address.....	22	Teachers and Teaching—High School Seniors. Book Review	53
Kindergartens	24	Art for the Child and for Life.....	55
Financing Education	25	<i>F. H. Meyer</i>	
Teacher Tenure	25	A High School Summer Program.....	56
Economic Crises and School Finances.....	29	<i>A. B. Ingham</i>	
<i>Irving A. Mather</i>		Elevating the Dump	56
High School Art Exhibit.....	33	<i>Effie Moorman</i>	
<i>Helen D. Walker</i>		School Children Collect Stamps.....	58
A School Radio Program.....	33	<i>Ernest C. Williams</i>	
<i>P. Errett Killion</i>		Cubberley Trust Fund	59
Is There a Conspiracy?	34	<i>Grayson Kefauver</i>	
<i>J. B. Edmonson</i>		Rocks and Minerals in the Upper Grades.....	60
Elementary Principals State Meeting.....	35	<i>O. R. Bowman</i>	
<i>C. W. B. Link</i>		Test Games With Pictures.....	62
		<i>Ellen H. Howard</i>	
		Two New Books	63
		<i>Roy W. Cloud</i>	
		Coming Events	64
		Index to Advertisers.....	64

California Teachers Association offers placement service at nominal cost to its members. Members seeking placement service should address Earl G. Gridley, 2163 Center Street, Berkeley; phone THornwall 5600; or Fred L. Thurston, 307 Continental Building, Fourth and Spring Streets, Los Angeles; phone TRinity 1558.

SIERRA EDUCATIONAL NEWS—Published monthly (except July and August) by California Teachers Association, 155 Sansome Street, San Francisco. Entered at San Francisco Postoffice January 23, 1906, as second-class matter under Act of Congress, March 3, 1879. Subscription, \$2.00 per year; 20c per copy.

TRAVEL SECTION

California--Through Dixie--to Washington

ROY W. CLOUD

"To be a part of this great convention will be a lifelong memory. To carry back the spirit of teaching triumphant over deprivation, difficulty, almost disaster, to feel the tide turning to a greater appreciation for the devotion, loyalty and sacrifice of our teachers will give courage to carry on. The difficulties of the new era will be lightened by the undaunted optimism that carried us triumphantly through the dark day."

THUS speaks Jessie Gray, president of the National Education Association, in her call to the teachers of the nation to come to Washington in June to the great annual convention of that organization. Present indications are that this will be the largest meeting of teachers in many years. The program is planned, as President Gray says, to "help in the interpretation of wider horizons through deeper understanding, to help to lift the profession in loyalty and service, to help to unify it through greater co-operative endeavor."

California, as usual, will send a large delegation to actively participate in the proceedings. The trip across the continent has been arranged by the committee so that there will be a maximum of pleasure for every member of the party. Geography, history and contact with the people in various parts of the country will be blended so that the teachers will realize truly that "travel broadens the mind." A full week is required to make the trip. The train schedule is so arranged that the daylight hours will be spent in sightseeing and the nights in traveling.

Delegates and teachers from Northern California will leave San Francisco over the Santa Fe at 10:40 a. m., Saturday, June 23, arriving at Barstow at 11:10 p. m.

The Southern California contingent will leave Los Angeles, Santa Fe station, at 7 p. m., Saturday, arriving at Barstow at 11:15 p. m. The departure from Barstow will be at 11:20 p. m., arriving at Grand Canyon at 1:15 Sunday afternoon.

The afternoon will be spent in short walks or automobile drives to points of interest. At 5 p. m. there will be an Indian dance. After dinner at El Tovar or Bright Angel Hotel, pictures and other entertainment will be provided until the train leaves at 9 p. m.

A refreshing sleep on the train Sunday night and then a day of visiting and getting better

acquainted as the train traverses Arizona, New Mexico and Texas, arriving at Galveston Tuesday, June 26, at 10 a. m. This lively Southern city has arranged special entertainment for the visitors which includes sightseeing and bathing in the Gulf of Mexico. Luncheon will be at the Hotel Buccaneer, the newest hotel on the beach.

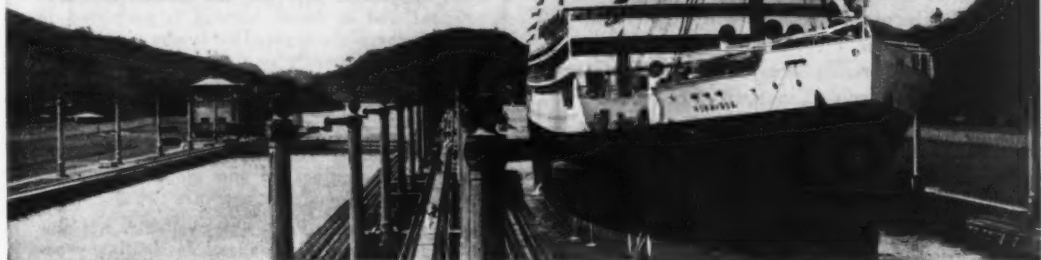
At 7 p. m. Tuesday, the train will leave Galveston, arriving at New Orleans at 6 a. m. the following morning. In this storied city, where history peeks from every doorway, where lagniappe is a word of everyday usage, and where eating is a rite, the time for exploration will be all too short. Breakfast may be had in one of the interesting cafes and at 8 a. m. there will be a visit to the Cabildo, which is crowded with items of historic interest and where days could be spent in learning of the Old South. The sightseeing drive around the city, including the cemeteries, will occupy the time until noon, when a special luncheon will be served at the Roosevelt Hotel.

The train continues its Eastern journey at 2 p. m. Jacksonville, Florida, is reached at 10 o'clock Thursday morning. Shortly after arrival, the party will embark in motor cars to St. Augustine, where Ponce de Leon discovered the fountain of youth and where the oldest school house in America may be seen. Here, among other attractions, are the slave market and Fort Marion, the old Spanish dungeon, which Seth Parker told about so interestingly over the radio a few weeks ago. Then back to Jacksonville Beach for a swim in the Atlantic Ocean, followed by dinner at Biser's.

Leaving Jacksonville at 11:30 p. m., the train arrives at Charleston, South Carolina, at 5:30 a. m. Friday. After breakfast there will be a boat trip to Fort Sumter, with individual sightseeing around the city during the afternoon.

A night's journey and Richmond, Virginia, is reached at 6 a. m., Saturday. After a good old Southern breakfast, the forenoon will be spent

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Please send me your free descriptive folder and complete details about the N. E. A. Convention Tour. (Mail to nearest address shown above.)

NAME

ADDRESS CITY STATE

in seeing the sights of the former capital of the Confederacy. At 1 p. m. the party will board the train and will arrive in Washington at 4 p. m. Saturday, June 30.

A complete itinerary and other details of the trip may be obtained by writing to the State Executive Secretary, 155 Sansome Street, San Francisco.

California Headquarters and headquarters of 28 other states will be at the Mayflower Hotel, the newest and largest hotel in the city.

The California Breakfast will be held at the Hotel Mayflower on Monday, July 2, at 7:10 a. m. Tickets for this Breakfast may be secured from the California Teachers Association, 155 Sansome Street, San Francisco; F. L. Thurston, Executive Secretary Southern Section, 408 South Spring Street, Los Angeles; Earl G. Gridley, Secretary Bay Section, 2163 Center Street, Berkeley; or at California Headquarters in the Hotel Mayflower.

* * *

After the Convention--What?

THERE are many and divers ways—all good—to return home to California after the N. E. A. convention at Washington. The best method to use in deciding which to take is to read the advertisements and the literature offered by the various transportation lines. One of these may offer something you particularly want to see and had not thought of before.

New York City is always worth a visit. Chicago and its Century of Progress deserve attention. The national parks and the mountain scenery are available from the railroad lines.

For those who long for a restful sea voyage, the magnificent ships of the intercoastal lines beckon. In order to give an adequate idea of the pleasure of an ocean voyage, a visit to Havana and a trip through the Panama Canal, the Panama-Pacific Line invites all teachers and others interested to come aboard the S. S. Virginia on Friday evening, May 11, Pier 39, San Francisco.

Winfield Thompson, author, lecturer and world traveler, will tell the visitors about the trip, illustrating his talk with motion-pictures.

Passes to board the Virginia should be obtained at the Panama-Pacific headquarters, 687 Market Street, San Francisco.

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"I'm a Teacher, But Don't Let Anybody Know"

FRANCES E. BAUMERT, *Compton Junior College*

VACATION time will soon be here and teachers will then be traveling again. Judging from remarks often heard and from articles occurring in educational magazines sometimes, for some teachers the task of concealing their vocation from fellow-travelers will be substituted for the cares of the classroom.

Just why should teachers be ashamed to admit that their occupation is teaching? Emerson said that a farmer should be not a mere farmer but a Man on a farm. So the teacher should be a Man or Woman whose occupation is teaching. Surely teaching itself is nothing to be ashamed of, and a famous list of teachers have given honor to the profession, from Socrates to David Starr Jordan, not to mention names of living educators. What sort of man or woman does the public expect the teacher to be? Since he is an educated man or woman, and an educator, a certain degree of culture, social poise, and dignity of behavior different from that of the shop girl or unschooled traveling salesman may rightfully be expected.

Many young women teachers feel they are inhibited from enjoying themselves on vacation when people know they are teachers. If the culture of the individual is real, not mere veneer for her professional duties, will she not on vacation be the same sort of person she is through the rest of the year? If she has enough education to enjoy the things a cultured person enjoys, will she need to engage in the things that light-headed people consider a good time? If a certain kind of behavior is not to be tolerated in a teacher, is it the kind of behavior any man or woman of social balance and refinement would be guilty of anywhere?

Perhaps the objection to revealing one's occupation is for a very different reason. It may be that the young teacher especially is self-conscious because of the teacher caricatures. We are very sensitive in the adolescent period, but when we come of age, we realize that not only the farmer and the teacher but even the President of the United States is material for the caricaturist. If there are teachers of the old pedagog type and the public has that idea of teachers, why should we conceal our occupation? Why should we not give the world a demonstration of a new type of teacher, a man among men, a woman among

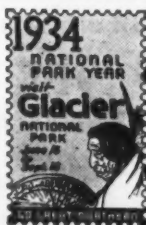
women, alive to all the currents of the life of which we are a part?

As travelers I believe we have a responsibility to our profession, and, in foreign countries, to our native land. It is a pity that so many Americans traveling abroad have verified Sinclair Lewis's picture of the American businessman that Europe regards Babbitt as the typical American. Are we as American tourists, then, going to attempt to pass off as something else than Americans when we are in Europe, thus declaring that we are ashamed of Americans? Or are we going to travel as Americans, with no apologies, but just by being our best selves speak for Americans more forcibly than words ever can?

So it is with teachers. There is no reason to be ashamed to be known as a teacher. The profession needs no defense. If some teachers do not do honor to the profession, let us not vacate the field in their favor and let them set the standards by which teachers are judged. Of course there are some teachers who all loyal members of the profession hope will guard carefully any reference to their vocation, but their reason should be a sense that they are unworthy of the profession and not a feeling that the profession is unworthy of them. Any teacher who is not thoroughly enough informed regarding the vocation of teaching to be proud of her profession or who is not willing to live up to the cultural standards should, for the sake of the profession, hide the fact that she is a teacher.

IREGARD it especially important that teachers think about their obligation to education this summer since the whole educational system is under severe criticism. The American public has always put its faith in education. It wants prepared teachers. We are expected to go to school and to travel for self-improvement and ability to render better service. But I believe, in this time of economic stress, there will be criticism of those teachers who seem to have an abundance of money to throw about on frivolity.

So let us go forth on our vacations to have a profitable, recreational, and jolly time, forgetting that we are teachers but always mindful of the fact that we are men and women worthy and proud of the teaching profession.



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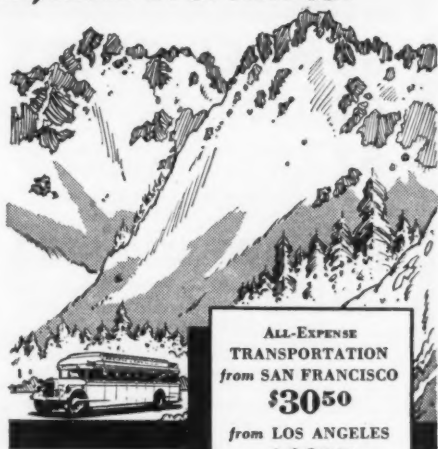
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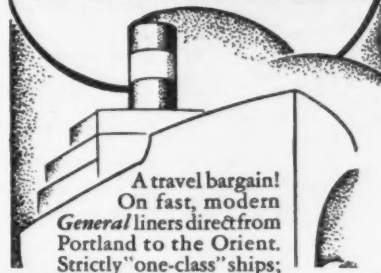
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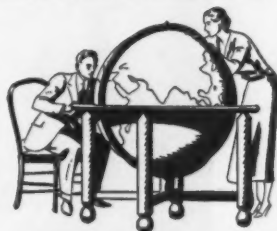
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